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ABSTRACT

The second annual compilation and analysis of data on Title II of the Elementary and Secondary Education Act (ESEA Title II), this report describes how the 50 states, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Department of the Interior (for children and teachers in schools operated for Indian children) utilized funds from the program in FY 1967 for the improvement of educational quality and opportunity through increased school library resources, textbooks, and other instructional materials. Three aspects are presented: (1) a financial report, showing expenditures by category; (2) a statistical report, providing data on personnel of the state education agencies and the Department of the Interior, children and teachers participating in the Title II program, and materials acquired; and (3) a narrative report, summarizing and evaluating the program, describing achievements made possible through Title II, and identifying problems. Some supplementary data from 30 states on special-purpose grants projects funded under ESEA Title II are included. Five amendments to the original title, provided by Public Law 89-750 are explained. (Author/JD)

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SECOND ANNUAL REPORT

Fiscal Year 1967

TITLE II
ELEMENTARY
AND SECONDARY
EDUCATION ACT OF 1965

SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS

February 1969

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Robert H. Finch, Secretary

Office of Education
Peter P. Muirhead, Acting Commissioner

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I. INTRODUCTION

This report on Title II of the Elementary and Secondary Education Act for fiscal year 1967 is the second annual compilation and analysis of data on the program. Title II provides direct Federal assistance for the acquisition of school library resources textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools.

The report describes how the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Department of the Interior (for children and teachers in schools operated for Indian children) utilized funds in fiscal year 1967 for the improvement of educational quality and opportunity through increased school library resources, textbooks, and other instructional materials.

Data in the report are derived from annual reports which were submitted by State departments of education, the outlying areas, and the Department of the Interior to the U.S. Office of Education following the close of fiscal year 1967. The annual report consists of 3 parts:

The Financial Report shows expenditures in the various categories during the previous fiscal year.

The Statistical Report provides data on personnel of the State education agencies and the Department of the Interior, children and teachers participating in the Title II program, and materials acquired. These data show program accomplishments and the degree of need for continuing financial support.

The Narrative Report summarizes and evaluates the program, describing achievements made possible through Title II and identifying problems.

The forms are included in the appendix of this report. In addition, some supplementary data were obtained from 30 States on the special-purpose grants projects funded under ESEA Title II, and included in this report. Some of the highlights of the program follow:

Participation

1. A total of 44.6 million public and private elementary and secondary school children, including 47,184 Indian children enrolled in the elementary and secondary schools that the Department of the Interior conducts for Indian children, and 1.8 million teachers participated in the Title II program in fiscal year 1967. This is an increase over fiscal year 1966 of about 3 percent for participating children and about 6 percent for participating teachers.

2. Of the 47.8 million public and private school pupils eligible to participate in the ESEA Title II program in fiscal year 1967, 44.6 million or about 93 percent actually did participate.

Expenditure of Funds

1. Of the $102 million appropriated, the total reported expenditure was $99.5 million, or about 97.5 percent of the total amount made available.

2. For acquisitions of instructional materials under approved projects in all categories, State departments of education reported an expenditure of $90.9 million.

3. Expenditure of $5.7 million was reported for ordering, processing, cataloging, and delivering services, or about 24 cents per item.

4. The amount reported for State administration is $3.8 million.

Categories of Instructional Materials Made Available

1. The States continued in fiscal year 1967 to give priority to school library resources, with lesser priority for textbooks and other instructional materials. The amount expended for school library resources and textbooks increased in fiscal year 1967; however, the amount expended for other instructional materials decreased.

2. The amount expended for school library resources was $83.8 million, or about 92 percent of the amount expended for materials.

3. Approximately $4 million was expended for other instructional materials, about 4 percent of the total amount expended for materials.

4. Textbooks accounted for 3.4 percent of the amount expended for materials, about $3.1 million.

5. For books in all categories, including textbooks, the amount reported as expended represents about 75 percent of the total amount spent for materials in all categories.

6. Audiovisual materials comprised 24 percent of the materials in all categories. The amount expended for audiovisual materials in the school library resources category increased from $13.9 million in fiscal year 1966 to $20.2 million in fiscal year 1967. The total amount expended for audiovisual materials was $22.1 million.

State and Local Educational Programs Strengthened

1. A total of 389 administrative, supervisory, clerical, and other positions in full-time equivalents were assigned in State departments of education to administer the ESEA Title II program, an increase from fiscal year 1966 of over 100 positions in full-time equivalents.

2. Forty-three of the 50 participating States, Guam, Puerto Rico, and the Department of the Interior reported establishment of 4,850 new public school libraries in fiscal year 1967. Of these, 4,260 were public elementary school libraries serving over 2 million public school pupils and 590 were public secondary school libraries serving 381,562 public school pupils.

3. In fiscal year 1967, the trend to include in standards for instructional materials provisions to encourage a unified approach to a variety of media and media services continued. A number of States conducting surveys of instructional materials in local educational agencies report significant gains which they attribute to increased local, State, and Federal support.

4. The ESEA Title II program was coordinated in fiscal year 1967 with other titles of ESEA, as well as a number of other programs of Federal financial assistance, in order to achieve maximum educational benefits.

5. A total of 19 States funded an estimated 400 special-purpose grants programs to demonstrate good media programs and provide instructional materials for the use of children and teachers in special or exemplary instructional programs. An estimated 400 projects were funded in fiscal year 1967 with expenditures for the materials acquired totaling an estimated $8 million.

II. PARTICIPATION IN THE ESEA TITLE II PROGRAM

Approved Plans

Plans were approved in the first year of the program, fiscal year 1966, for the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. A plan was approved February 20, 1967, effective November 29, 1966, for the administration of the program for children and teachers in the elementary and secondary schools that the Department of the Interior conducts for Indian children. The only eligible applicants not participating in ESEA Title II in fiscal year 1967 were American Samoa and the Department of Defense for children and teachers in the overseas dependent schools.

Plan Amendments

Public Law 89-750, signed by President Johnson on November 3, 1966, made five amendments to the original title:

1. Eligibility was extended to include children and teachers in elementary and secondary schools operated for Indian children by the Department of the Interior and in the overseas dependent schools of the Department of Defense.

2. The amount used for administration of the State plan for any fiscal year should not exceed an amount equal to 5 percent of the amount paid to the State for that year, or $50,000, whichever is greater.

3. Out of its funds for administration, a State should make appropriate amounts available to local education agencies for the responsibilities it assigns them for the distribution and control of materials acquired under Title II.

4. Section 203(a)(3)(A) concerned with relative need was reworded to read: "... take into consideration the relative need, as determined from time to time, of the children and teachers of the State for such library resources, textbooks, or other instructional materials...." This amendment requires periodic review, and, if necessary, revision of the criteria for relative need.

5. To secure the effective and efficient use of Federal funds, officials must provide for appropriate coordination at both State and local levels between programs for the acquisition of library resources carried out under this title and any programs carried out under the Library Services and Construction Act.

The original Title II Regulations were revised in accordance with these amendments, comments contained in reports issued by the Senate[1/] and the House of Representatives[2/], and suggestions received from organizations and State education agencies.

The amendments to the Act and changes in the ESEA Title II Regulations also required the amendment of State plans. On February 16, 1967, a memorandum was sent to the States providing suggestions for amending the State plans and requesting that these amendments be forwarded to the U.S. Office of Education by March 20, 1967. These amendments were submitted and approved from February 2, 1967, to October 20, 1967.

Children and Teachers--Program Participation

Table I shows the number of children and teachers participating in the ESEA Title II program for the first two years. The approved plans served in fiscal year 1967 a total of 44.6 million public and private school children and 1.8 million teachers, an increase over fiscal year 1966 of about 3 percent for participating children and about 6 percent for participating teachers. There was a slight increase over fiscal year 1966 in percent of public elementary and secondary school children participating and a more substantial increase in percent of private secondary school children participating. There was a decrease of slightly more than 10 percent in the number of private elementary school children participating. This decrease may be due to the closing of some parochial elementary schools.

Of the 47.8 million public and private school pupils eligible to participate in the ESEA Title II program in fiscal year 1967, 44.6 million or 93 percent actually did participate. The number of elementary school pupils who participated in the program, 28.5 million, is about 94 percent of the 30.2 million eligible elementary school pupils. For secondary school pupils, the 15.9 million pupils who participated comprised about 93 percent of the eligible number of secondary school pupils.

1/ U.S. 89th Congress, 2nd Session, Committee on Labor and Public Welfare. Elementary and Secondary Education Amendments of 1966: Report. Senate Report No. 1674. Washington: U.S. Government Printing Office, 1966.

2/ U.S. 89th Congress, 2nd Session, Committee on Education and Labor. Elementary and Secondary Education Amendments of 1966: Report. House Report No. 1814. Washington: U.S. Government Printing Office, 1966.

Table 1. Total Number of Eligible and Participating Children, Percent of Eligible Children Participating, and Participating Teachers in ESEA Title II Programs, FY 1966 and FY 1967, by Educational Level and Type of School

Educational Agency	1966 ADA or ADM			1967 ADA or ADM			Teachers Participating	
							FY 1966	FY 1967
	Children in Eligible Agencies	Children Participating	Percent Of Children Participating	Children in Eligible Agencies	Children Participating	Percent Of Children Participating	Teachers Participating	Teachers Participating
1	2	3	4	5	6	7	8	9
Public Schools Total	40,347,018	37,717,007	93	42,250,705	39,124,304	93	1,569,955	1,682,143
Elementary	25,251,826	23,746,478	94	26,460,081	24,665,404	93	894,974	947,894
Secondary	15,095,192	13,970,529	93	15,790,624	14,458,900	92	674,984	734,249
Private Schools Total *	5,873,625	5,708,766	97	5,617,043 *	5,513,707	--	202,321	204,114
Elementary	4,603,792	4,445,711	97	3,804,011	3,979,457	--	141,516	130,754
Secondary	1,269,833	1,263,055	99	1,340,958	1,534,250	--	60,805	73,360
Grand Total *	46,220,643	43,425,773	94	47,867,748 *	44,638,011	--	1,772,279	1,886,257

*Detail does not add to total since some States reported only participating private school children.

8 TABLE 2. TOTAL NUMBER OF AGENCIES ENROLLING CHILDREN ELIGIBLE FOR PARTICIPATION IN ESEA TITLE II PROGRAMS: AVERAGE DAILY MEMBERSHIP OR AVERAGE DAILY ATTENDANCE OF ELIGIBLE AND PARTICIPATING CHILDREN, FISCAL YEAR 1967, BY REGION AND STATE

STATE OR OUTLYING AREA, BY REGION	PUBLIC AGENCIES ENROLLING CHILDREN		PUBLIC SCHOOL CHILDREN		PRIVATE AGENCIES ENROLLING CHILDREN		PRIVATE SCHOOL CHILDREN	
	ELIGIBLE	PARTICIPATING	ELIGIBLE	PARTICIPATING	ELIGIBLE*	PARTICIPATING	ELIGIBLE *	PARTICIPATING
	96,482	84,953	42,250,705	39,124,306	17,258	15,745	5,617,043	5,513,707
REGION I	5,260	5,014	2,070,608	2,009,001	1,613	1,440	512,432	481,071
Connecticut	1,135	1,036	609,112	572,900	367	324	125,941	121,503
Maine	944	877	210,515	209,655	121	102	30,132	16,384
Massachusetts	1,866	1,840	897,810	894,945	753	648	259,096	246,712
New Hampshire	468	468	124,832	124,832	140	140	33,643	33,643
Rhode Island	355	302	154,798	135,406	159	156	46,576	46,103
Vermont	492	491	73,541	71,263	73	70	17,044	16,726
REGION II	11,928	9,907	6,728,043	5,503,755	4,443	3,607	1,802,384	1,446,022
Delaware	192	152	108,521	90,910	55	54	20,016	19,574
New Jersey	2,285	2,217	1,343,563	1,324,221	738	675	330,000	326,456
New York	4,303	2,720	3,053,946	1,888,832	2,002	1,641	837,677	491,458
Pennsylvania	5,148	4,818	2,222,013	2,199,792	1,648	1,237	614,691	608,534
REGION III	10,445	9,746	4,703,430	4,437,798	1,075	1,100	308,759	347,532
Dist. of Col.	175	163	145,321	137,395	66	65	20,426	20,393
Kentucky	1,466	1,464	687,346	687,161	388	388	96,795	96,795
Maryland	1,258	1,240	760,387	759,145	347	328	126,514	124,053
North Carolina	2,468	1,905	1,163,039	926,269	95	46	10,787	6,515
Puerto Rico	2,023	2,023	633,973	633,973	--	94	--	45,828
Virginia	1,834	1,789	982,788	969,275	112	112	38,350	38,350
Virgin Islands	[illegible]	20	9,661	9,481	19	19	4,047	4,047
West Virginia	1,201	1,162	320,915	315,101	48	48	11,840	11,551
REGION IV	10,822	9,504	4,974,053	4,572,470	582	586	128,736	168,935
Alabama	1,804	1,804	692,945	692,945	--	92	--	19,420
Florida	1,961	1,961	1,189,521	1,187,521	263	263	80,429	80,429
Georgia	2,108	1,833	1,096,085	1,036,756	46	23	20,618	18,213
Mississippi	1,[illegible]	1,074	487,920	460,592	94	85	18,274	17,294
South Carolina	1,301	679	630,550	315,624	37	26	9,415	7,818
Tennessee	2,153	2,153	879,032	879,032	142	97	--	25,761
REGION V	18,604	16,355	8,615,061	8,143,242	4,884	4,060	1,723,790	1,642,614
Illinois	4,918	4,341	2,215,328	2,091,565	1,645	1,203	558,156	529,590
Indiana	2,438	2,395	1,155,330	1,131,297	430	388	146,011	140,411
Michigan	4,480	3,672	2,033,982	2,000,508	975	887	368,319	341,505
Ohio	4,161	3,862	2,319,985	2,082,864	906	877	387,042	374,843
Wisconsin	2,607	2,085	890,436	837,008	928	705	264,262	256,265
REGION VI	13,592	11,117	3,372,073	3,138,939	2,286	1,996	572,389	544,019
Iowa	2,441	2,441	638,066	638,066	401	401	99,706	99,706
Kansas	2,045	1,605	470,247	411,119	247	180	45,610	38,655
Minnesota	2,238	2,210	821,389	820,496	527	499	163,957	161,006
Missouri	2,527	1,949	808,690	717,275	606	489	168,000	153,527
Nebraska	1,713	875	322,055	270,774	300	255	59,270	56,906
North Dakota	783	566	145,160	121,951	73	60	15,081	13,901
South Dakota	1,845	1,471	166,466	159,258	132	112	20,765	20,318
REGION VII	10,646	9,302	4,427,192	4,241,894	1,179	1,030	305,642	286,216
Arkansas	1,419	1,409	401,054	400,266	138	138	22,686	14,061
Louisiana	1,485	1,383	991,681	957,973	309	309	121,438	121,438
New Mexico	669	662	249,984	248,241	100	83	19,444	18,147
Oklahoma	1,597	1,273	582,603	559,453	82	70	--	15,181
Texas	5,476	4,575	2,201,870	2,075,961	550	430	142,074	117,389
REGION VIII	3,659	3,307	1,184,267	1,163,482	429	363	81,079	78,750
Colorado	1,215	1,171	488,841	486,584	230	220	45,990	46,079
Idaho	631	618	165,308	164,199	63	36	8,046	7,051
Montana	785	686	156,922	154,352	82	81	18,251	18,251
Utah	561	556	291,829	289,380	35	16	5,453	4,701
Wyoming	467	276	81,367	68,967	19	10	3,339	2,668
REGION IX	11,295	10,450	6,128,794	5,866,539	767	1,563	181,832	518,548
Alaska	280	264	58,874	56,358	36	36	2,426	2,205
Arizona	665	452	349,475	248,713	128	88	36,857	27,511
California	6,536	6,377	4,226,080	4,112,377	--	965	--	358,475
Guam	30	30	18,953	18,953	19	19	5,936	5,936
Hawaii	228	224	165,457	165,330	126	81	32,178	25,660
Nevada	246	246	107,931	107,931	24	22	4,734	4,718
Oregon	1,309	1,031	449,619	435,934	106	106	34,579	34,579
Washington	1,815	1,640	728,913	697,451	291	212	58,484	53,444
Trust Terr.	186	186	23,492	23,492	37	34	6,638	6,020
Bur. Ind. Aff.	231	231	47,184	47,184	--	--	--	--

*Some States report only participating private school children.

Of 42.2 million public school children eligible to receive benefits in the Title II program in fiscal year 1967, 39.1 million,or about 93 percent, actually participated. The number of private school children who participated in the program, 5.5 million, is about 98 percent of the 5.6 million eligible private school children. Table 2 shows the total number of agencies enrolling children eligible for participating, the number of agencies enrolling participating children, and the number of public and private school children eligible and participating, by region and State. Not all public and private school children in the United States are included in Tables 1 and 2. State departments of education reported only children enrolled in eligible schools. Eligible schools are defined as nonprofit or profit schools which provide elementary and secondary education as determined under State law, not beyond grade 12, and which comply with the State compulsory attendance laws or are otherwise recognized by some procedure customarily used in the State. Schools, of course, must be in compliance with the Civil Rights Act of 1964.

An examination of Tables 1 and 2 indicates that not all eligible children participated in the program. In the ESEA Title II program, materials are distributed on the basis of relative need and some children and teachers in schools well provided with materials were not served. Some public and private school administrators decided against participation because they did not wish their schools to receive Federal aid. Some children and teachers in schools not in compliance with Title VI of the Civil Rights Act could not be served.

Expenditure of Funds

Table 3 provides the data on funds available under the ESEA Title II program and expenditures for acquisitions under approved local education agency projects, the amount spent for State administration, and total expenditures. Of the $102 million appropriated, the total of reported expenditures is $99.5 million, or about 97.5 percent of the amount made available.

For acquisitions under approved projects, State departments of education reported expenditures of $95.7 million. This amount includes $5.7 million reported for ordering, processing, cataloging, and delivery. The amount reported for State administration is $3.8 million, or somewhat less than the amount actually available. This figure, however, represents an increase of about $1.9 million over the amount expended in fiscal year 1966. It should be noted that the ESEA Title II appropriation for fiscal year 1966 ($100 million) was increased to $102 million for fiscal year 1967. Also, Public Law 89-750 amended the original title so that the amount used for administration of the State plan for any fiscal year should not exceed an amount equal to 5 percent of the total amount of the projects approved by the State agency,or $50,000, whichever is greater.

10 TABLE 3. FUNDS AVAILABLE AND FUNDS EXPENDED FOR ACQUISITIONS AND STATE ADMINISTRATION AND PERCENT OF TOTAL EXPENDED FOR ADMINISTRATION, UNDER ESEA TITLE II PROGRAMS FISCAL YEAR 1967

STATE OR OUTLYING AREA, BY REGION 1/	ALLOTMENT	EXPENDITURES		TOTAL EXPENDITURES	PERCENT EXPENDITURES FOR ADMINISTRATION
		ACQUISITION	STATE ADMINISTRATION		
1	2	3	4	5	
	$102,000,000	$95,745,032	$3,812,688	$99,557,720	
REGION I					
Connecticut	1,424,663	1,340,098	28,625	1,368,723	2.1
Maine	532,305	501,592	26,473	528,065	5.0
Massachusetts	2,666,346	2,516,932	67,612	2,584,544	2.6
New Hampshire	341,491	324,671	14,675	339,346	4.3
Rhode Island	435,108	414,496	18,592	433,088	4.3
Vermont	211,766	199,283	9,643	208,926	4.6
REGION II					
Delaware	263,823	248,645	13,538	262,183	5.2
New Jersey	3,294,195	3,100,024	149,221	3,249,245	4.6
New York	8,420,204	8,174,925	245,279	8,420,204	2.9
Pennsylvania	5,835,561	5,538,729	221,652	5,720,381	3.9
REGION III					
Dist. of Col.	347,914	327,315	20,593	347,908	5.9
Kentucky 2/	1,557,122	1,507,122	50,000	1,557,122	3.2
Maryland	1,860,478	1,656,887	76,883	1,733,770	4.4
North Carolina	2,447,284	2,277,759	103,119	2,380,878	4.3
Puerto Rico	1,777,382	1,727,382	35,000	1,762,382	2.0
Virginia	2,132,269	2,078,419	25,132	2,103,551	1.2
Virgin Islands	32,867				
West Virginia	910,963	842,757	29,525	872,282	3.4
REGION IV					
Alabama	1,759,538	1,645,047	45,257	1,690,304	2.7
Florida	2,685,012	2,486,715	127,538	2,614,253	4.9
Georgia	2,205,186	2,118,592	81,048	2,199,640	3.7
Mississippi	1,231,368	1,208,172	58,522	1,266,694	4.6
South Carolina	1,331,933	1,265,336	62,669	1,328,005	4.7
Tennessee	1,845,333	1,736,694	91,744	1,828,438	5.0
REGION V					
Illinois	5,462,794	5,210,048	252,746	5,462,794	4.6
Indiana	2,589,946	2,481,676	70,357	2,552,033	2.8
Michigan	4,775,593	4,496,827	238,780	4,735,607	5.0
Ohio	5,514,275	5,236,829	214,527	5,451,356	3.9
Wisconsin	2,331,479	2,175,854	82,276	2,258,130	3.6
REGION VI					
Iowa	1,495,947	1,454,432	41,515	1,495,947	2.8
Kansas	1,148,472	1,093,103	54,573	1,147,676	4.8
Minnesota	2,021,427	1,925,360	82,660	2,008,020	4.1
Missouri	2,346,016	2,227,916	84,765	2,312,681	3.7
Nebraska	778,405	586,973	38,020	624,993	6.1
North Dakota	349,449	317,358	12,468	329,826	3.8
South Dakota	390,650	354,294	36,353	390,647	9.3
REGION VII					
Arkansas	944,690	906,774	38,038	944,812	4.0
Louisiana	1,957,961	1,904,670	35,544	1,940,214	1.8
New Mexico	606,099	556,099	38,703	594,802	6.5
Oklahoma	1,233,761	1,101,373	52,231	1,153,604	4.5
Texas	5,460,665	5,170,197	159,696	5,329,893	3.0
REGION VIII					
Colorado	1,088,548	1,020,584	51,985	1,072,569	4.8
Idaho	376,102	340,939	27,081	368,020	7.4
Montana	386,441	336,410	49,976	386,386	12.9
Utah	596,144	546,144	50,000	596,144	8.4
Wyoming	184,724	133,764	43,709	177,473	24.6
REGION IX AMERICAN SAMOA 3/	21,957	---	---	---	--
Alaska	126,724	110,680	13,872	124,552	11.1
Arizona	833,531	766,826	49,720	816,546	6.1
California	9,562,774	9,310,222	216,457	9,526,679	2.3
Guam	55,881	53,153	---	53,151	--
Hawaii	397,695	352,144	28,274	385,418	7.3
Nevada	224,572	194,572	27,387	221,959	12.3
Oregon	990,023	437,632	40,060	477,692	8.4
Washington	1,599,727	1,518,124	78,986	1,597,110	4.9
TRUST TERRITORY	89,881	89,878	---	89,878	
DEPT. OF DEFENSE 3/	404,676	---	---	---	
BUR. INDIAN AFFAIRS	125,161	111,607	1,582	113,189	

1/ REPORTS HAVE NOT BEEN FINALLY SETTLED FOR SOME STATES SO THAT TOTALS DO NOT AGREE WITH FIGURES IN TABLES.

2/ FIGURES IN COLUMNS 3, 4, AND 5 ARE ESTIMATES.

3/ AMERICAN SAMOA AND THE DEPARTMENT OF DEFENSE DID NOT SUBMIT PLANS.

State Personnel Assigned to Title II Programs

Table 4 provides data on the number of administrative, supervisory, clerical, and other positions assigned in State departments of education to administer the ESEA Title II programs in the first two fiscal years of the program. A total of over 389 positions in full-time equivalents was reported in fiscal year 1967, an increase from fiscal year 1966 of over 100 positions in full-time equivalents.

The increase in positions assigned in State departments of education to administer the ESEA Title II programs can probably be attributed to an increased effort to give direction and leadership for the full development of instructional materials services in education. Administrators and supervisors involved in the ESEA Title II programs have developed programs of service to school administrators, teachers, and school media personnel. In cooperation with State supervisors of instruction, they have served to improve curriculum and instruction and the contribution of instructional materials to education.

In examining Table 4, it should be noted that columns 4 and 8 refer to positions in full-time equivalents, not individuals. For example, in fiscal year 1967 there were only 46 full-time positions in administration but there were actually 94 individuals designated as administrators who had some responsibility in administering Title II programs. This difference means that there were 48 administrators who had responsibilities in addition to Title II.

There were nearly 60 administrative positions in full-time equivalents, accounting for about 15 percent of total staff time. Of total staff involved in the ESEA Title II program, 28 percent or 109.43 positions in full-time equivalents were designated as supervisors--school library supervisors, instructional materials specialists, and curriculum and subject specialists, as examples. There were 85 full-time supervisors assigned to the Title II program, an increase of 18 full-time positions from fiscal year 1966.

There were 192 secretarial and clerical positions in full-time equivalents assigned to the Title II program in fiscal year 1967, accounting for about 49 percent of total staff time. The remaining 28 positions in full-time equivalents include personnel such as consultants, fiscal and statistical personnel, and non-professional employees such as truck drivers and technicians who do not fall into any of the other three categories.

Table 4. Number of State Department of Education Personnel Assigned to ESEA Title II Programs in Full-time Equivalents, Fiscal Year 1966 and Fiscal Year 1967

Personnel	Fiscal Year 1966				Fiscal Year 1967			
	Number of Personnel		Full-time Equivalent	Total Full-time (Cols. 2&4)	Number of Personnel		Full-time Equivalent	Total Full-time Cols. 6&8)
	Full-time	Part-time			Full-time	Part-time		
1	2	3	4	5	6	7	8	9
Total	218	352	66.29	284.29	311	375	78.49	389.49
Administrator	31	66	16.19	47.19	46	48	13.96	59.96
Supervisor	67	87	13.84	80.84	85	129	24.43	109.43
Secretarial and Clerical Staff	103	119	23.67	126.67	158	150	34.08	192.08
Other Staff	17	90	12.59	29.59	22	48	6.02	28.02

III. CATEGORIES OF ACQUISITIONS UNDER ESEA TITLE II

Among the three categories of eligible materials--school library resources, textbooks, and other instructional materials--the States continued in fiscal year 1967 to give priority to school library resources (Table 5). The amount expended for school library resources was $83.8 million, or about 92 percent of the entire amount expended for materials. The amount expended for other instructional materials was $4 million, or over 4 percent of the amount expended for materials. Textbooks account for the remaining 3.4 percent of the amount expended for materials--about $3.1 million.

Table 6 shows the number and cost of materials in the eligible categories for the two years that the Title II program has been in operation. The amount of funds expended for school library resources and textbooks increased in fiscal year 1967; however, there was a decline in the amount expended for other instructional materials.

Data on the instructional materials in each of the three categories provided for loan to public and private school pupils and teachers under the ESEA Title II program, fiscal year 1967, by region and State and costs of ordering, cataloging, processing, and delivering these materials are provided in Table 7. All States purchased items in the school library resources category. Twenty-six States, the District of Columbia, Guam, the Virgin Islands, and the Bureau of Indian Affairs purchased no textbooks with Title II funds. In the other instructional materials category, there were no purchases in 21 States, the District of Columbia, the Virgin Islands, and Guam. The variations, by State and region, in all categories reflect local education agency priority of needs within the priorities assigned to the three categories by the State departments of education.

School Library Resources

Of the $83.8 million expended for school library resources, library books account for $6.5 million, or about 73 percent. Table 8, column 3, shows that $37.6 million was expended for elementary school library books, or more than 61 percent of the total amount spent for books in this category. The amount spent for secondary school library books was $23.2 million, or nearly 38 percent of the amount spent for library books. As in fiscal year 1967, the higher proportion expended for elementary school library books reflects the critical need for such materials; however, the 17.9 million library books purchased for the use of all participating pupils represents an increase of less than one library book per pupil for the number of elementary and secondary pupils (44.6 million) participating in the ESEA Title II program. An average of 44 million children have participated in the ESEA Title II program in the first 2 years of operation. A total of 35.6 million library books have been made available in these 2 years so that the ESEA Title II program has not yet purchased one library book per pupil. For books in all categories, including textbooks, the amount reported as expended represents about 75.4 percent of the total amount spent for acquisitions in all categories.

Table 5. Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools, Under ESEA Title II Programs, Fiscal Year 1967

Categories of Materials	PUBLIC SCHOOLS*				PRIVATE SCHOOLS*				TOTAL*	
	ELEMENTARY		SECONDARY		ELEMENTARY		SECONDARY			
	Number	Cost	Number	Cost	Number	Cost	Number	Cost	Number	Cost
1	2	3	4	5	6	7	8	9	10	11
1. SCHOOL LIBRARY RESOURCES	11,873,003	$43,283,447	6,534,182	$28,354,844	2,099,545	$7,246,342	844,553	$3,586,585	21,522,782	$83,813,850
Books	10,121,834	32,009,996	5,087,006	20,417,653	1,844,866	5,685,900	703,535	2,788,396	17,917,392	61,536,291
Periodicals	97,674	465,918	90,481	379,913	10,988	56,771	5,042	34,887	204,469	938,769
Other Printed Materials	168,277	552,582	264,805	391,412	41,711	116,930	15,140	37,154	489,933	1,098,078
Audiovisual Materials	1,485,218	10,254,951	1,091,890	7,165,866	201,980	1,386,741	120,836	726,148	2,910,983	20,240,712
Motion Pictures	31,688		22,194		1,290		1,256		62,393	
Filmstrips	569,176		302,483		91,339		50,216		1,016,104	
Recordings	203,128		136,986		25,410		16,929		383,487	
Slides & Transparencies	234,723		288,645		29,310		27,280		580,758	
Programed Instruction Mat.	29,154		23,521		6,403		1,628		60,831	
Maps, Charts, etc.	177,486		118,205		33,648		16,325		345,914	
2. TEXTBOOKS	784,644	1,519,826	691,925	1,272,589	85,244	228,721	27,747	87,813	1,589,560	3,108,949
3. OTHER INSTRUCTIONAL MATERIALS	697,035	2,487,617	236,964	907,988	104,372	447,599	26,412	126,997	1,064,783	4,030,201
Books	430,998	1,257,206	79,014	262,412	58,838	195,081	8,620	32,803	577,470	1,747,502
Periodicals	35,580	71,634	37,354	49,481	1,732	7,831	945	4,117	75,611	133,063
Other Printed Materials	54,728	141,442	29,383	60,795	8,195	29,977	2,745	5,115	95,051	237,329
Audiovisual Materials	175,729	1,017,335	91,213	595,300	35,607	214,710	14,102	84,962	316,651	1,912,307
Motion Pictures	1,644		2,770		184		44		4,642	
Filmstrips	56,102		20,287		13,770		5,530		95,689	
Recordings	24,400		10,236		4,556		1,738		40,930	
Slides & Transparencies	29,426		22,197		3,833		2,249		57,705	
Programed Instruction Mat.	8,217		1,412		1,920		580		12,129	
Maps, Charts, etc.	45,586		20,621		10,944		3,836		80,987	
4. ORDERING, PROC., CAT., & DEL.										5,725,851

*Some States reported only totals rather than individual items.

Table 6. Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools, Under ESEA Title II, Fiscal Years 1966 and 1967, By Educational Level and Type of School

Instructional Materials By Category	PUBLIC SCHOOLS				PRIVATE SCHOOLS				TOTAL*	
	ELEMENTARY		SECONDARY		ELEMENTARY		SECONDARY			
	Number	Cost	Number	Cost	Number	Cost	Number	Cost	Number	Cost
1	2	3	4	5	6	7	8	9	10	11
SCHOOL LIBRARY RESOURCES*										
Fiscal Year 1966	11,750,260	$41,544,144	6,052,447	$25,134,197	1,849,608	$6,967,836	603,904	$2,524,302	20,530,737	$77,520,136
Fiscal Year 1967	11,873,003	43,283,447	6,534,182	28,354,844	2,099,545	7,246,342	844,553	3,586,585	21,522,782	83,813,850
TEXTBOOKS*										
Fiscal Year 1966	443,257	1,310,213	780,815	1,453,458	46,264	153,506	10,605	42,308	1,298,433	2,959,485
Fiscal Year 1967	784,644	1,519,826	691,925	1,272,589	85,244	228,721	27,747	87,813	1,589,560	3,108,949
OTHER INSTRUCTIONAL MATERIALS*										
Fiscal Year 1966	848,354	2,330,603	239,403	2,157,765	125,218	608,626	30,725	230,479	1,243,700	5,327,473
Fiscal Year 1967	697,035	2,487,617	236,964	967,988	104,372	447,599	26,412	126,997	1,064,783	4,030,201

*Detail does not add to totals in columns 10 and 11 since some States reported only totals rather than individual items.

16 TABLE 7. NUMBER AND COST OF SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS ACQUIRED FOR LOAN TO CHILDREN AND TEACHERS, AND COSTS OF ORDERING, CATALOGING, PROCESSING, AND DELIVERING MATERIALS, UNDER ESEA TITLE II PROGRAMS, FISCAL YEAR 1967, BY REGION AND STATE

STATE OR OUTLYING AREA, BY REGION	SCHOOL LIBRARY RESOURCES		TEXTBOOKS		OTHER INSTRUCTIONAL MATERIALS		ORDERING, PROCESSING, CATALOGING, AND DELIVERING COST	TOTAL	
	NUMBER	COST	NUMBER	COST	NUMBER	COST		NUMBER	COST
1	2	3	4	5	6	7	8	9	10
	21,522,782	$83,813,850	1,589,560	$3,108,949	1,064,783	$4,030,201	$5,725,851	24,177,125	$96,678,851
REGION I	869,332	4,493,835	12,024	36,606	129,501	459,280	335,609	1,010,857	5,325,330
Connecticut	---	1,293,691	---	---	---	---	67,003	---	1,360,694
Maine	136,494	444,132	---	---	14,952	40,108	11,773	151,446	496,013
Massachusetts	520,578	1,927,318	4,349	17,151	108,170	378,092	194,373	633,097	2,516,934
New Hampshire	60,761	282,764	829	2,380	4,415	27,044	17,414	66,005	330,102
Rhode Island	96,041	351,242	6,846	17,075	1,964	14,036	32,123	104,851	414,476
Vermont	55,458	194,688	---	---	---	---	12,423	55,458	207,111
REGION II	3,930,935	15,432,990	128,331	216,647	21,575	133,268	1,309,698	4,080,841	17,092,603
Delaware	65,065	216,936	---	---	1,065	4,271	22,984	66,130	244,191
New Jersey	588,481	3,020,217	---	---	---	---	121,868	588,481	3,142,085
New York	1,884,785	7,242,260	---	---	20,510	28,997	796,341	1,905,295	8,167,598
Pennsylvania	1,392,604	4,953,577	128,331	216,647	---	---	368,505	1,520,935	5,538,729
REGION III	2,164,020	8,215,787	788,697	1,113,250	205,133	930,240	228,308	3,157,850	10,491,585
Dist. of Col.	81,925	327,267	---	---	---	---	48	81,925	327,315
Kentucky	240,707	1,197,724	26,702	133,512	37,430	216,788	---	304,839	1,548,024
Maryland	408,853	1,492,992	666	1,918	18,858	72,936	89,039	428,377	1,656,885
North Carolina	612,081	2,231,906	14	25	8,217	22,717	25,821	620,312	2,280,469
Puerto Rico	167,605	501,927	745,189	924,171	41,226	264,510	36,774	954,020	1,727,382
Virginia	535,226	1,988,785	---	---	9,303	57,166	32,470	544,529	2,078,419
Virgin Islands	4,479	30,334	---	---	---	---	---	4,479	30,334
West Virginia	113,144	446,854	16,126	53,624	90,099	296,123	44,156	219,369	842,757
REGION IV	2,582,088	8,960,635	307,233	619,187	108,081	319,166	610,038	2,997,402	10,509,026
Alabama	313,845	1,167,157	158,417	264,215	76,847	251,402	31,356	549,109	1,714,130
Florida	635,277	2,246,480	10,043	29,601	22,198	35,756	174,878	667,518	2,486,715
Georgia	536,554	1,775,644	87,484	175,356	9,036	32,008	135,584	633,074	2,111,592
Mississippi	293,865	1,066,932	9,234	36,938	---	---	67,364	303,099	1,171,234
South Carolina	300,961	1,158,484	---	---	---	---	106,852	300,961	1,265,336
Tennessee	501,586	1,545,938	42,055	113,077	---	---	94,004	543,641	1,753,019
REGION V	4,796,152	17,048,936	144,225	512,298	248,915	1,058,356	1,045,366	5,188,392	19,664,956
Illinois	1,245,831	4,974,919	---	---	45,791	173,401	128,970	1,291,622	5,277,290
Indiana	527,888	2,132,767	---	---	76,363	218,876	147,514	604,251	2,499,157
Michigan	1,423,011	3,785,157	47,774	257,938	---	---	432,732	1,470,785	4,475,827
Ohio	1,276,295	4,593,352	83,351	204,864	30,806	183,990	254,622	1,390,452	5,236,828
Wisconsin	323,127	1,562,741	13,100	49,496	95,955	482,089	81,528	431,282	2,175,854
REGION VI	1,756,819	7,470,136	11,637	31,095	26,807	103,741	489,640	1,795,263	8,094,612
Iowa	171,499	1,342,632	---	---	---	---	127,261	171,499	1,469,893
Kansas	234,137	1,036,514	---	---	---	---	56,589	234,137	1,093,103
Minnesota	462,919	1,807,913	---	---	---	---	117,447	462,919	1,925,360
Missouri	591,363	2,045,119	11,637	31,095	6,475	31,064	120,638	609,475	2,227,916
Nebraska	136,491	580,005	---	---	20,332	72,677	54,006	156,823	706,688
North Dakota	84,056	317,358	---	---	---	---	---	84,056	317,358
South Dakota	76,354	340,595	---	---	---	---	13,699	76,354	354,294
REGION VII	2,179,132	8,443,676	172,422	389,529	179,683	549,026	303,415	2,531,237	9,685,646
Arkansas	218,372	906,774	---	---	---	---	---	218,372	906,774
Louisiana	432,738	1,744,094	33,521	80,073	---	---	80,548	466,259	1,904,715
New Mexico	109,447	381,406	19,357	58,076	21,422	85,108	31,509	150,226	556,099
Oklahoma	201,802	718,078	83,262	168,691	64,894	249,491	11,601	349,958	1,147,861
Texas	1,216,773	4,693,324	36,282	82,689	93,367	214,427	179,757	1,346,422	5,170,197
REGION VIII	459,647	1,962,834	10,805	43,556	71,252	254,758	116,693	541,704	2,377,841
Colorado	203,872	764,895	---	---	45,202	152,939	102,750	249,074	1,020,584
Idaho	64,070	253,717	---	---	22,198	78,120	9,102	86,268	340,939
Montana	84,255	336,410	---	---	---	---	---	84,255	336,410
Utah	72,507	502,768	10,720	43,376	---	---	---	83,227	546,144
Wyoming	34,943	105,044	85	180	3,852	23,699	4,841	38,880	135,764
REGION IX	2,753,280	11,689,488	14,186	146,781	63,587	205,919	1,281,875	2,831,053	13,324,063
Alaska	24,252	77,255	---	---	5,800	29,407	4,018	30,052	110,680
Arizona	191,288	737,181	---	---	9,280	28,051	2,367	200,568	767,599
California	1,891,589	8,120,618	4,632	127,764	---	---	1,061,840	1,896,221	9,310,222
Guam	13,826	49,419	---	---	---	---	3,712	13,826	53,131
Hawaii	89,554	333,456	---	---	---	---	23,688	89,554	357,144
Nevada	32,488	185,051	---	---	---	---	9,521	32,488	194,572
Oregon	202,396	850,264	---	---	4,588	19,954	72,495	206,984	942,713
Washington	282,876	1,298,100	---	---	43,047	126,086	93,938	325,923	1,518,124
TRUST TERRITORY	25,011	38,144	9,554	19,017	872	2,421	10,296	35,437	69,878
BUR. INDIAN AFFAIRS	31,377	91,533	---	---	11,149	16,447	5,209	42,526	113,189

Tables 5 and 9 provide data on the number and cost of audiovisual materials loaned to pupils and teachers as school library resources and other instructional materials.[1] The total amount expended for such materials in the school library resources category is $20.2 million, or about 24.1 percent of acquisitions in this category. The amount expended for audiovisual materials in the school library resources category increased from $13.9 million in fiscal year 1966 to $20.2 million in fiscal year 1967. This significant increase indicates State and local interest and effort in developing unified school media programs where a full range of materials is organized and made available for use.

The total amount spent for audiovisual materials in all categories is $22.1 million, or over 24 percent of materials in all categories. In some States, reports for audiovisual materials were provided as totals rather than a breakdown of separate items. The most outstanding increase in audiovisual items was for filmstrips, where the number purchased in fiscal year 1966 was very nearly doubled in fiscal year 1967 (Table 10). The number of filmstrips reported purchased in fiscal year 1967 (1.1 million) accounts for about 34 percent of all audiovisual items purchased in fiscal year 1967.

The number of motion pictures purchased under the ESEA Title II program increased from 30,461 reported purchased in fiscal year 1966 to 67,035 reported for fiscal year 1967 (Table 10). The large increase in number of motion pictures purchased may be due to the popularity of 8mm. film loops, or cartridges.

In the school library resources category, periodicals and other printed matter such as documents and pamphlets represented an expenditure of $2.0 million or about 2 percent of the $83.8 million expended for school library resources (Table 5). This is an increase of $271,388 from the amount expended for such items in fiscal year 1966.

Textbooks

Textbooks accounted for about 3.4 percent ($3.1 million) of the total amount expended for acquisitions under the ESEA Title II program in fiscal year 1967. This expenditure is an increase of $149,464 over the amount expended in fiscal year 1966 and made approximately 1.5 million textbooks available on a loan basis to children and teachers in public and private elementary and secondary schools in 25 States, Puerto Rico, and the Trust Territory of the Pacific Islands.

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[1] The number and total cost of separate audiovisual items, by region and State and by educational level, may be found in Tables A-D in the Appendix.

Table 8. Number and Cost of Books Loaned to Children and Teachers, by Educational Level and Category of Instructional Materials, Under ESEA Title II Programs, Fiscal Year 1967

CATEGORY OF INSTRUCTIONAL MATERIALS	BOOKS LOANED TO ELEMENTARY SCHOOL CHILDREN		BOOKS LOANED TO SECONDARY SCHOOL CHILDREN		TOTAL	
	Number	Cost	Number	Cost	Number	Cost
1	2	3	4	5	6	7
SCHOOL LIBRARY RESOURCES	11,966,700	$37,695,896	5,790,541	$23,206,049	17,757,241	$60,901,945
TEXTBOOKS	869,888	1,748,547	719,672	1,360,402	1,589,560	3,108,949
OTHER INSTRUCTIONAL MATERIALS	489,836	1,452,287	87,634	295,215	577,470	1,747,502
TOTALS	13,326,424	$40,896,730	6,597,847	$24,861,666	19,924,271	$65,758,396

Table 9. Number and Cost of Audiovisual Materials Loaned to Children and Teachers, by Educational Level and Category of Instructional Materials, Under ESEA Title II Programs, Fiscal Year 1967

CATEGORY OF INSTRUCTIONAL MATERIALS	AUDIOVISUAL MATERIALS LOANED TO ELEMENTARY SCHOOL CHILDREN		AUDIOVISUAL MATERIALS LOANED TO SECONDARY SCHOOL CHILDREN		TOTAL [1]	
	Number	Cost	Number	Cost	Number	Cost
1	2	3	4	5	6	7
SCHOOL LIBRARY RESOURCES	1,687,198	$11,641,692	1,212,726	$7,892,014	2,899,924	$19,533,706
OTHER INSTRUCTIONAL MATERIALS	211,336	1,232,045	105,315	680,262	316,651	1,912,307
TOTAL [1]	1,898,534	$12,873,737	1,318,041	$8,572,276	3,216,575	$21,446,013

[1] Detail does not add to totals given in Table 5 since some States reported only totals rather than individual items.

Table 10. Number and Total Cost of Audiovisual Materials Loaned to Public and Private Elementary and Secondary School Children and Teachers, Under ESEA Title II Programs, Fiscal Years 1966 and 1967

ITEM	FISCAL YEAR 1966		FISCAL YEAR 1967	
	Number[1]	Cost[2]	Number[1]	Cost[2]
1	2	3	4	5
AUDIOVISUAL MATERIALS	2,052,535	$16,499,187	3,227,639	$22,153,019
Motion Pictures	30,461	---	67,035	---
Filmstrips	579,856	---	1,111,793	---
Recordings	272,982	---	424,417	---
Slides and Transparencies	430,361	---	638,463	---
Programed Materials	42,074	---	72,960	---
Maps, Charts, etc.	206,780	---	426,901	---

[1] Detail does not add to total since some States reported only totals rather than the number of individual items.

[2] Most States reported only total cost rather than cost of individual items.

TABLE 11. TOTAL NUMBER AND COST OF BOOKS AND AUDIOVISUAL MATERIALS ACQUIRED AS SCHOOL LIBRARY RESOURCES, AND OTHER INSTRUCTIONAL MATERIALS, UNDER ESEA TITLE II PROGRAMS, BY REGION AND STATE, FISCAL YEAR 1967

STATE OR OUTLYING AREA, BY REGION	SCHOOL LIBRARY RESOURCES				OTHER INSTRUCTIONAL MATERIALS			
	BOOKS				BOOKS		AUDIOVISUAL MATERIALS	
	NUMBER	COST	NUMBER	COST	NUMBER	COST	NUMBER	COST
1	2	3	4	5	6	7	8	9
	17,919,392	$61,536,291	2,910,988	20,240,712	577,470	$1,747,502	316,651	$1,912,307
REGION I	777,199	3,338,003	81,387	1,093,815	107,620	316,854	19,642	129,832
Connecticut	---	659,455	---	615,987	---	---	---	---
Maine	130,549	412,938	4,416	23,585	14,557	37,453	381	2,533
Massachusetts	463,985	1,595,180	49,545	304,942	90,506	265,398	15,924	101,459
New Hampshire	43,500	183,000	16,416	95,897	1,805	11,444	2,145	14,475
Rhode Island	86,836	306,494	7,881	39,652	752	2,539	1,192	11,365
Vermont	52,329	180,936	3,129	13,752	---	---	---	---
REGION II	3,417,018	12,269,136	395,571	2,961,839	3,528	13,199	12,293	114,643
Delaware	49,660	147,762	11,258	61,255	882	3,521	101	546
New Jersey	369,069	1,375,186	205,863	1,581,553	---	---	---	---
New York	1,671,320	6,032,803	114,115	1,086,339	2,646	9,678	12,192	114,097
Pennsylvania	1,326,969	4,713,385	64,335	232,692	---	---	---	---
REGION III	1,763,450	5,962,690	345,436	2,145,830	95,594	313,261	95,854	575,467
Dist. of Col.	69,897	230,800	12,028	96,467	---	---	---	---
Kentucky	193,523	774,052	39,156	391,560	19,867	79,468	11,178	111,780
Maryland	315,911	1,056,609	86,974	423,076	6,106	25,383	10,604	47,368
North Carolina	469,361	1,575,813	125,065	620,946	4,094	10,200	2,832	7,944
Puerto Rico	167,605	501,927	---	---	---	---	41,226	264,510
Virginia	463,323	1,497,459	58,912	474,023	5,391	14,926	3,652	38,839
Virgin Islands	4,132	22,561	347	7,773	---	---	---	---
West Virginia	79,698	303,469	22,954	131,985	60,136	183,284	26,362	105,026
REGION IV	2,295,405	7,468,391	230,108	1,277,001	76,483	229,015	7,536	46,829
Alabama	265,361	924,219	28,392	208,515	72,177	220,565	3,828	25,802
Florida	508,851	1,621,703	121,876	606,439	---	---	---	---
Georgia	515,506	1,633,757	17,674	129,214	4,306	8,450	3,708	21,027
Mississippi	276,388	962,071	---	---	---	---	---	---
South Carolina	271,610	1,020,428	24,821	115,402	---	---	---	---
Tennessee	457,689	1,306,213	37,345	217,431	---	---	---	---
REGION V	3,823,441	11,119,668	770,078	5,243,868	135,823	435,741	76,201	500,628
Illinois	1,018,889	3,414,412	188,020	1,428,167	26,388	67,633	11,302	85,711
Indiana	353,852	1,156,970	149,124	809,669	54,080	122,192	19,336	78,219
Michigan	1,185,525	2,187,507	218,934	1,379,244	---	---	---	---
Ohio	1,049,187	3,496,827	123,170	990,971	8,387	58,043	10,989	94,675
Wisconsin	215,988	863,952	90,830	635,817	46,968	187,873	34,873	242,023
REGION VI	1,393,847	4,945,661	314,162	2,392,703	13,759	41,418	9,163	54,481
Iowa	160,151	634,346	11,064	707,006	---	---	---	---
Kansas	138,177	552,708	93,909	469,546	---	---	---	---
Minnesota	408,294	1,314,020	54,625	493,893	---	---	---	---
Missouri	463,695	1,558,233	94,628	415,925	2,825	10,060	2,355	16,819
Nebraska	105,104	403,898	24,855	160,565	10,934	31,358	6,808	37,662
North Dakota	71,094	252,300	10,531	57,854	---	---	---	---
South Dakota	47,332	230,156	24,550	87,914	---	---	---	---
REGION VII	1,875,613	6,575,439	244,885	1,687,939	64,979	193,275	50,402	271,107
Arkansas	200,856	783,232	15,167	113,616	---	---	---	---
Louisiana	366,713	1,307,098	54,657	371,430	---	---	---	---
New Mexico	83,515	292,308	21,803	76,713	7,118	24,912	12,534	56,214
Oklahoma	175,125	566,434	20,324	121,861	40,526	120,618	15,694	101,487
Texas	1,049,404	3,626,367	132,934	1,004,319	17,335	47,745	22,174	113,406
REGION VIII	394,651	1,502,045	53,355	406,472	30,733	83,806	29,560	144,972
Colorado	176,463	603,691	23,163	142,801	12,544	28,630	24,726	112,934
Idaho	56,602	198,619	5,466	46,709	18,189	55,176	2,493	18,072
Montana	83,298	333,076	616	2,088	---	---	---	---
Utah	43,345	261,615	24,110	214,874	---	---	---	---
Wyoming	34,943	105,044	---	---	---	---	2,341	13,966
REGION IX	2,152,719	8,284,166	474,287	3,011,988	39,649	112,160	14,377	67,740
Alaska	16,550	46,714	7,100	27,225	5,300	15,733	250	12,887
Arizona	137,721	501,815	46,729	217,501	4,793	10,521	2,159	11,259
California	1,549,154	6,018,094	246,552	1,914,692	---	---	---	---
Guam	12,455	42,781	854	4,940	---	---	---	---
Hawaii	26,739	106,030	56,215	177,267	---	---	---	---
Nevada	20,085	78,069	11,911	105,851	---	---	---	---
Oregon	134,938	505,162	61,176	332,284	2,846	10,939	1,700	8,780
Washington	230,801	959,094	40,035	220,679	26,626	74,674	9,480	32,686
TRUST TERRITORY	24,275	26,407	715	11,549	84	293	788	2,128
BUR. INDIAN AFFAIRS	26,049	71,092	4,719	19,257	9,302	8,793	1,623	6,608

Of the total amount expended for textbooks, approximately $1.7 million, or about 58 percent, was expended for 869,888 textbooks for loan to elementary school children. The number of textbooks provided for loan to secondary school children is 719,672, for which a total of $1.3 million was expended.

Other Instructional Materials

The amount of funds, as reported by State departments of education, expended in the other instructional materials category declined from $5.3 million expended in fiscal year 1966 to $4.0 million in fiscal year 1967. Other instructional materials are defined as the same items as school library resources except that they are not processed and cataloged. The decline, both in number of items purchased and funds expended, in this category, reflects growth in the number of centralized school media centers. Also, this category is excluded in 23 States where school library resources are also made available to many children and teachers in schools without centralized media centers to increase the accessibility and availability of materials.

Tables 7 and 9 provide data on expenditures for books and audiovisual materials in the other instructional materials category. Books account for about 42.5 percent of the total reported as expended for other instructional materials ($1.7 million). For audiovisual materials in the school library resources category, the total reported was $1.9 million, or 47.5 percent.

The amount expended for periodicals and other printed materials in the other instructional materials category was $370,392, or about 9 percent of the category (Table 5). This figure represents a small decrease from the amount expended in fiscal year 1966.

Ordering, Processing, Cataloging, and Delivering

The ESEA Title II plans describe all ordering, processing, cataloging, and delivery services that may be included as part of acquisitions costs and establish an allowable cost for these services. (In fiscal year 1966, ordering was not an allowable cost in the acquisition program.)

In fiscal year 1967, State departments of education reported expenditures of $5.7 million for ordering, processing, cataloging, and delivery services (Table 7). This represents an expenditure of about 24 cents per item for ordering, processing, cataloging, and delivering the 24.1 million items of school library resources, textbooks, and other instructional materials. This is an average increase of only about 6 cents per item from fiscal year 1966 and is an indication that much of the cost for these services continues to be absorbed by local educational agencies and ESEA Title II funds are used to buy materials.

There were seven States--Arkansas, Connecticut, Hawaii, Montana, New Hampshire, Utah, and Wyoming--and the District of Columbia, Puerto Rico, and the Virgin Islands reporting no expenditures for processing, cataloging, and delivery services in fiscal year 1966. Of these, Arkansas, Montana, Utah, and the Virgin Islands reported no costs for these services, including ordering, in fiscal year 1967. North Dakota and Kentucky also reported no acquisitions costs in fiscal year 1967; however, the Kentucky report for fiscal year 1967 has not been finally settled.

IV. STATE PROGRAMS FOR THE STRENGTHENING OF INSTRUCTION THROUGH IMPROVED RESOURCES AND SERVICES

Improvement of School Library Resources

Data on the number of new public school libraries established and the number of existing public school libraries expanded in each State as a result of ESEA Title II programs are shown in Table 12. Forty-three of the 50 States, Guam, Puerto Rico, and the Bureau of Indian Affairs participating in Title II reported establishment of 4,850 new public school libraries in fiscal year 1967. Of these, 4,260 were public elementary school libraries serving over 2 million public school pupils and 590 were public secondary school libraries serving 381,567 public school pupils. No new public school libraries were reported to have been established under Title II, fiscal year 1967, in the District of Columbia, the Virgin Islands, Trust Territory of the Pacific Islands, Florida, Iowa, Montana, Nevada, South Dakota, Tennessee, Utah, and Wyoming.

The number of new public elementary school libraries established ranged from only 1 in Hawaii to 510 in Texas. There were 13 States--Alabama, California, Illinois, Indiana, Kansas, Massachusetts, Michigan, Missouri, New Jersey, New Mexico, Ohio, Pennsylvania, and Texas--where more than 100 new public elementary school libraries were established.

The number of new public secondary school libraries established was much smaller, due to the fact that more secondary schools had centralized libraries prior to the establishment of the Title II program. The number of new public secondary school libraries established ranged from 1 each in West Virginia and Guam to 152 in Texas. There are 6 States--California, Illinois, Indiana, Missouri, Pennsylvania, and Texas--where more than 25 new public secondary school libraries were established in fiscal year 1967.

The variation among the regions in the number of public school libraries established under ESEA Title II in fiscal year 1967 ranges from 68 in Region VIII (Colorado, Idaho, Montana, Utah, and Wyoming) to 1,458 in Region VI (Illinois, Indiana, Michigan, Ohio, and Wisconsin).

The first annual report on the ESEA Title II program stated that libraries had been established in 7 percent of the estimated 47,000 public elementary schools that lacked libraries prior to 1965.[1/] Projecting from these figures, and using the statistics reported by State departments of

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1/ U.S. Department of Health, Education, and Welfare. Office of Education. First Annual Report, Fiscal Year 1966, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials. Washington: U.S. Government Printing Office, 1967. p. 34.

TABLE 12. NUMBER OF NEW PUBLIC SCHOOL LIBRARIES ESTABLISHED AND NUMBER OF PUPILS SERVED BY THESE LIBRARIES, NUMBER OF EXISTING PUBLIC SCHOOL LIBRARIES EXPANDED, AS A RESULT OF ESEA TITLE II PROGRAMS, FISCAL YEAR 1967, BY EDUCATIONAL LEVEL, REGION, AND STATE.

STATE OR OUTLYING AREA, BY REGION	NUMBER OF NEW PUBLIC SCHOOL LIBRARIES ESTABLISHED			NUMBER OF PUBLIC SCHOOL PUPILS SERVED BY NEW SCHOOL LIBRARIES			NUMBER OF EXISTING PUBLIC SCHOOL LIBRARY COLLECTIONS EXPANDED		
	ELEMENTARY	SECONDARY	TOTAL	ELEMENTARY	SECONDARY	TOTAL	ELEMENTARY	SECONDARY	TOTAL
1	2	3	4	5	6	7	8	9	10
	4,260	590	4,850	2,037,175	381,567	2,418,742	48,672	21,924	70,596
1	268	53	321	86,297	38,154	124,451	2,061	879	2,940
Connecticut	3	15	18	1,262	9,148	10,410	548	209	757
Maine	50	7	57	12,336	3,606	15,942	151	119	270
Massachusetts	158	23	181	57,227	15,840	73,067	664	371	1,035
New Hampshire	25	-	25	5,000	-	5,000	75	25	100
Rhode Island	26	4	30	8,972	6,060	15,032	209	78	287
Vermont	6	4	10	1,500	3,500	5,000	414	77	491
REGION II	563	44	607	337,247	46,824	384,071	6,302	2,200	8,502
Delaware	5	-	5	2,230	-	2,230	89	50	139
New Jersey	219	-	219	130,743	-	130,743	1,604	394	1,998
New York	90	17	107	54,874	20,564	75,438	1,666	772	2,438
Pennsylvania	249	27	276	149,400	26,260	175,660	2,943	984	3,927
REGION III	162	34	196	82,891	42,981	125,872	7,324	3,693	11,017
Dist. of Col.	-	-	-	-	-	-	137	26	163
Kentucky	51	-	51	15,300	-	15,300	437	917	1,354
Maryland	45	10	55	19,062	9,250	28,312	875	310	1,185
North Carolina	15	6	21	7,582	5,698	13,280	1,325	580	1,905
Puerto Rico	7	14	21	6,908	11,859	18,767	22	162	184
Virginia	32	3	35	16,638	3,686	20,324	1,427	453	1,880
Virgin Islands	-	-	-	-	-	-	-	-	-
West Virginia	12	1	13	17,401	12,488	29,889	3,191	1,245	4,346
REGION IV	206	43	249	71,111	17,663	88,774	5,911	2,948	8,859
Alabama	131	21	152	33,399	4,669	38,068	661	574	1,235
Florida	-	-	-	-	-	-	1,332	629	1,961
Georgia	35	9	44	19,383	6,780	26,163	1,386	403	1,789
Mississippi	33	13	46	16,679	6,214	22,893	354	669	1,023
South Carolina	7	-	7	1,650	-	1,650	534	164	698
Tennessee	-	-	-	-	-	-	1,644	509	2,153
REGION V	1,346	112	1,458	570,739	63,825	634,564	10,674	4,054	14,728
Illinois	404	54	458	182,486	23,789	206,275	3,923	1,574	5,497
Indiana	258	45	303	135,357	27,434	162,791	1,048	603	1,651
Michigan	235	-	235	62,500	-	62,500	1,858	690	2,548
Ohio	426	13	439	175,396	12,602	187,998	1,845	837	2,682
Wisconsin	23	-	23	15,000	-	15,000	2,000	350	2,350
REGION VI	418	59	477	131,757	20,383	152,140	4,612	2,198	6,810
Iowa	-	-	-	-	-	-	-	-	-
Kansas	215	6	221	60,526	1,170	61,696	882	430	1,312
Minnesota	20	11	31	10,566	8,805	19,371	1,524	567	2,091
Missouri	114	26	140	39,960	6,748	46,708	350	500	850
Nebraska	60	10	70	19,088	3,205	22,293	308	246	554
North Dakota	9	6	15	1,617	455	2,072	354	212	566
South Dakota	-	-	-	-	-	-	1,194	243	1,437
REGION VII	770	168	938	299,644	66,452	366,096	4,721	3,511	8,232
Arkansas	6	-	6	1,245	-	1,245	540	859	1,399
Louisiana	90	11	101	61,933	7,706	69,639	902	481	1,383
New Mexico	134	5	139	8,880	1,500	10,380	97	192	289
Oklahoma	30	-	30	20,000	-	20,000	774	474	1,248
Texas	510	152	662	207,586	57,246	264,832	2,408	1,505	3,913
REGION VIII	58	10	68	99,257	7,390	106,647	1,550	703	2,253
Colorado	51	8	59	97,578	6,793	104,371	557	235	792
Idaho	7	2	9	1,679	597	2,276	143	103	246
Montana	-	-	-	-	-	-	520	166	686
Utah	-	-	-	-	-	-	294	141	435
Wyoming	-	-	-	-	-	-	36	58	94
REGION IX	461	67	528	355,703	77,895	433,598	5,432	1,724	7,156
Alaska	7	2	9	240	300	540	203	52	255
Arizona	9	-	9	4,851	-	4,851	354	77	431
California	364	47	411	326,117	67,978	394,045	3,045	791	3,836
Guam	-	1	1	-	40	40	22	8	30
Hawaii	1	3	4	267	1,606	1,873	161	61	222
Nevada	-	-	-	-	-	-	182	64	246
Oregon	70	12	82	21,542	6,678	28,220	596	287	883
Washington	10	2	12	2,686	1,343	4,029	845	376	1,221
TRUST TERRITORY	-	-	-	-	-	-	24	8	32
BUR.INDIAN AFFAIRS	8	-	8	2,529	-	2,529	85	14	99

education, libraries have now been established under ESEA Title II in nearly 10 percent of the 43,622 public elementary schools that lacked libraries at the beginning of fiscal year 1967. The fiscal year 1966 report indicated that of the estimated 1,056 public secondary schools without libraries before 1965, 25 percent had established them.[1] Projecting from these figures and using the fiscal year 1967 data, libraries have now been established in about 74 percent of the 797 secondary schools that were without libraries at the beginning of fiscal year 1967. Many school libraries have also been established with State and local funds and under ESEA Title I; however, the number established is not known.

Under the Title II program during the first 2 years of operation, 7,638 new public elementary school libraries serving 3.4 million public school children have been established. During the same period, 849 new public secondary school libraries serving over a half million public secondary school children were established.

With regard to the improvement of existing school libraries, 48,672 public elementary school library collections and 21,924 public secondary school library collections were expanded. The range by State was from 30 public school library collections expanded in Guam to 5,497 public school library collections expanded in Illinois. The variation among the regions in number of public school library collections expanded was from 2,253 in Region VIII (Colorado, Idaho, Montana, Utah, and Wyoming) to 14,728 in Region V (Illinois, Indiana, Michigan, Ohio, and Wisconsin).

Maintaining and Increasing Effort

The approved ESEA Title II plans establish methods of giving assurance that Federal funds made available under the Title for any fiscal year will supplement and, to the extent practical, increase the level of State, local, and private school funds that in the absence of Federal funds normally would be budgeted and expended for the acquisition of school library resources, textbooks, and other instructional materials.

Data on the total expenditures for school library resources, textbooks, and other instructional materials from State, local, and private school funds, fiscal year 1967, were collected by State departments of education and reported to the U.S. Office of Education. State and local funds expended to provide school library resources, textbooks, and other instructional materials for public school children and teachers who participated in Title II, fiscal year 1967, are shown in Table 13. Private school funds

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[1] Ibid

TABLE 13. STATE AND LOCAL EXPENDITURES FOR SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS, BY REGION, STATE, AND EDUCATIONAL LEVEL, FISCAL YEAR 1967 1/

STATE OR OUTLYING AREA, BY REGION	SCHOOL LIBRARY RESOURCES 1/			TEXTBOOKS 2/ 3/			OTHER INSTRUCTIONAL MATERIALS 2/ 4/		
	ELEMENTARY	SECONDARY	TOTAL	ELEMENTARY	SECONDARY	TOTAL	ELEMENTARY	SECONDARY	TOTAL
1	2	3	4	5	6	7	8	9	10
	$58,295,690	$50,352,911	$153,018,254	$64,354,353	$33,894,193	122,967,912	$11,511,703	$7,888,663	$26,174,061
REGION I	2,319,491	2,686,553	5,006,044	7,373,357	6,095,180	13,468,537	2,699,376	2,587,631	5,287,007
Connecticut	662,582	996,551	1,659,133	2,147,885	1,880,701	4,028,584	137,469	526,344	663,813
Maine	268,254	255,171	523,425	931,977	473,880	1,405,857	1,291,915	1,135,343	2,427,258
Massachusetts	858,372	1,016,792	1,875,164	3,108,112	2,758,616	5,866,728	640,546	356,510	997,056
New Hampshire	123,771	163,962	287,733	351,566	243,879	595,445	218,803	170,572	389,375
Rhode Island	259,383	146,034	405,417	512,163	472,957	985,120	401,419	391,473	792,892
Vermont	147,129	108,043	255,172	321,656	265,147	586,803	9,224	7,389	16,613
REGION II	11,402,082	13,725,630	25,127,712	10,900,158	6,131,338	17,031,496	322,826	294,240	617,066
Delaware	314,893	191,941	506,834	-	-	-	4,946	-	4,946
New Jersey	2,677,570	2,380,102	5,057,672	-	-	-	-	-	-
New York	5,086,089	3,707,843	9,793,932	-	-	-	317,880	294,240	612,120
Pennsylvania	3,323,530	6,445,744	9,769,274	10,900,158	6,131,338	17,031,496	-	-	-
REGION III	5,520,444	4,500,996	10,021,440	6,683,635	5,707,037	12,390,672	3,618,496	1,743,974	5,362,470
Dist. of Col.	126,321	67,547	193,868	483,428	264,914	748,342	17,826	14,548	32,374
Kentucky	715,246	593,024	1,308,270	249,210	420,019	669,229	297,676	246,878	544,554
Maryland	887,075	696,987	1,584,062	2,194,973	1,724,622	3,919,595	1,250,844	982,806	2,233,650
North Carolina	1,788,544	1,185,811	2,974,355	1,973,070	1,746,305	3,719,375	1,455,834	358,022	1,813,856
Puerto Rico	33,702	50,358	84,060	1,102,162	1,397,077	2,499,239	15,000	8,300	23,300
Virginia	1,651,714	1,607,145	3,258,859	-	-	-	-	-	-
Virgin Islands	30,000	26,000	56,000	44,000	37,000	81,000	-	-	-
West Virginia	287,842	274,124	561,966	636,792	117,100	753,892	581,316	133,420	714,736
REGION IV	5,613,448	4,560,621	10,997,060	3,746,489	2,614,663	9,479,819	705,278	362,259	4,683,843
Alabama	726,844	800,177	1,527,021	-	-	-	250,5[illegible]	28,222	278,753
Florida	2,259,250	1,894,332	4,153,582	47,563	39,881	87,444	71,34[illegible]	59,821	131,166
Georgia	1,759,982	1,257,131	3,017,113	3,384,820	2,417,729	5,802,549	383,902	274,216	658,118
Mississippi	406,687	353,344	760,031	314,106	157,053	471,159	-	-	-
South Carolina	460,685	255,637	716,322	-	-	-	-	-	-
Tennessee	-	-	822,991	-	-	3,118,667	-	-	3,615,806
REGION V	20,268,145	13,340,772	44,293,072	11,211,511	7,117,360	18,[illegible]328,871	2,556,839	1,538,547	4,095,386
Illinois	6,245,642	3,868,564	10,114,206	-	-	-	-	-	-
Indiana	-	-	10,684,155	-	-	-	-	-	-
Michigan	3,100,000	2,500,328	5,600,328	4,381,475	3,275,465	7,656,940	1,057,201	695,000	1,752,201
Ohio	3,325,931	1,870,836	9,196,767	6,830,036	3,841,895	10,671,931	1,499,638	843,547	2,343,185
Wisconsin	7,596,572	5,101,044	12,697,616	-	-	-	-	-	-
REGION VI	5,110,331	5,055,734	12,795,094	1,366,572	1,431,241	9,354,429	43,729	64,726	1,731,443
Iowa	1,280,601	1,350,894	2,631,495	-	-	-	-	-	-
Kansas	1,426,045	1,010,451	2,436,496	-	-	-	-	-	-
Minnesota	1,669,569	1,793,206	3,462,775	-	-	-	-	-	-
Missouri	-	-	2,246,197	-	-	6,556,616	-	-	1,622,988
Nebraska	564,534	650,146	1,214,680	1,057,160	981,378	2,038,538	-	-	-
North Dakota	169,582	251,037	430,619	309,412	449,863	759,275	43,729	64,726	108,455
South Dakota	-	-	382,832	-	-	-	-	-	-
REGION VII	2,697,901	2,395,062	11,239,581	5,308,285	3,955,940	9,733,744	1,074,986	844,631	1,919,617
Arkansas	641,478	518,100	1,159,578	1,083,590	-	1,083,590	-	-	-
Louisiana	698,484	698,484	1,396,968	2,013,335	2,013,335	4,026,670	-	-	-
New Mexico	354,523	278,554	633,077	1,040,708	817,700	1,858,408	1,074,986	844,631	1,919,617
Oklahoma	1,003,416	899,924	1,903,340	1,170,652	1,124,905	2,295,557	-	-	-
Texas	-	-	6,146,618	-	-	469,519	-	-	-
REGION VIII	540,378	430,595	3,862,528	-	-	2,485,036	-	-	1,534,901
Colorado	-	-	1,569,217	-	-	-	-	-	1,043,559
Idaho	163,090	214,902	377,992	-	-	-	-	-	-
Montana	377,288	215,693	592,981	-	-	-	-	-	-
Utah	-	-	1,067,237	-	-	1,984,808	-	-	-
Wyoming	-	-	255,101	-	-	500,228	-	-	491,342
REGION IX	4,823,470	3,656,948	29,675,723	17,764,346	841,434	30,695,308	489,673	452,655	942,328
Alaska	97,515	56,394	153,909	140,421	91,098	231,519	39,006	17,352	56,358
Arizona	763,477	452,663	1,216,140	15,707,786	63,208	15,770,994	182,332	66,262	248,594
California	-	-	21,195,305	-	-	12,089,528	-	-	-
Guam	30,570	17,774	48,344	85,076	65,106	150,182	-	-	-
Hawaii	1,507,809	502,605	2,010,414	1,813,563	604,522	2,418,085	8,284	24,843	33,127
Nevada	297,324	170,837	468,161	-	-	-	-	-	-
Oregon	1,226,015	1,103,035	2,329,050	-	-	-	30,611	2,535	33,146
Washington	897,760	1,346,640	2,244,400	-	-	-	224,440	336,663	561,103
TRUST TERRITORY	3,000	7,000	10,000	17,500	17,500	35,000	5,000	5,000	10,000

1/ NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS WERE REPORTED FOR TENNESSEE, INDIANA, MISSOURI, SOUTH DAKOTA, TEXAS, COLORADO, UTAH, WYOMING, AND CALIFORNIA.

2/ TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS ARE INCLUDED IN THE FIGURES REPORTED ON SCHOOL LIBRARY RESOURCES FOR INDIANA AND WISCONSIN.

3/ NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS ARE REPORTED FOR TENNESSEE, MISSOURI, TEXAS, UTAH, WYOMING, AND CALIFORNIA.

4/ NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS ARE REPORTED FOR TENNESSEE, MISSOURI, COLORADO, AND WYOMING.

expended to provide these same materials for private school children who participated in ESEA Title II, fiscal year 1967, are provided in Table 14. The figures in columns 4, 7, and 10, Tables 13 and 14, should be studied in relation to columns 5 and 9, Table 2, in order to derive amounts expended per participating pupil.

School Library Resources - State and Local Funds Expended

The total amount expended from State and local funds to provide school library resources for the use of public school children and teachers participating in ESEA Title II, fiscal year 1967, was $153 million (Table 13). Of this amount, $58.2 million was reported as expended for elementary school library resources and $50.3 million was reported as expended for secondary school library resources. A number of States were able to provide only totals expended for school library resources so that no figures could be shown by grade level.

The range reported as expended from State and local funds for elementary school library resources was from $3,000 in the Trust Territory of the Pacific Islands to $6.2 million in Illinois. (The $7.5 million reported as expended in Wisconsin includes expenditures for textbooks and other instructional materials as well as school library resources). Seventeen States -- Florida, Georgia, Hawaii, Illinois, Iowa, Kansas, Michigan, Minnesota, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Virginia, and Wisconsin -- reported State and local expenditures for elementary school library resources over $1 million. For the 45 States reporting State and local expenditures for elementary school library resources, the average expenditure per public elementary school child participating in the Title II program was about $2.56. This is a decrease of about 14 cents from the amount reported expended for school library resources in 47 States in 1965; however, California, Texas, and Wisconsin figures for school library resources could not be included because these three States reported only totals. The range reported as expended from State and local funds for secondary school library resources was from $7,000 in the Trust Territory of the Pacific Islands to $6.4 million in Pennsylvania. Seventeen States -- Florida, Georgia, Illinois, Iowa, Kansas, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, Virginia, Washington, and Wisconsin -- reported expenditures over $1 million. (The $5.1 million reported as expended in Wisconsin includes expenditures for textbooks and other instructional materials as well as school library resources.) For the 45 States reporting State and local expenditures for secondary school resources, the average expenditure per secondary school pupil participating in the ESEA Title II program in these States was about $4.22, an increase of 50 cents from the $3.72 per pupil reported expended in 47 States in 1965.

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TABLE 14. PRIVATE SCHOOL EXPENDITURES FOR SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS, BY REGION, STATE AND EDUCATIONAL LEVEL, FISCAL YEAR 1967

STATE OR OUTLYING AREA, BY REGION	SCHOOL LIBRARY RESOURCES [1]			TEXTBOOKS [2] [3]			OTHER INSTRUCTIONAL MATERIALS [2] [4]		
	ELEMENTARY	SECONDARY	TOTAL	ELEMENTARY	SECONDARY	TOTAL	ELEMENTARY	SECONDARY	TOTAL
	2	3	4	5	6	7	8	9	10
	$7,652,617	$3,774,338	$13,934,212	$5,036,394	$1,728,547	$12,523,188	$1,593,135	$762,680	$2,446,694
REGION I	415,095	511,276	926,371	1,418,758	496,156	1,914,914	289,388	328,419	617,807
Connecticut	148,682	199,851	348,533	541,350	142,902	684,252	69,922	70,888	140,810
Maine	17,677	46,074	63,751	-	96,040	96,040	-	187,183	187,183
Massachusetts	172,049	197,898	369,947	760,386	191,946	952,332	170,012	42,637	212,649
New Hampshire	16,908	28,759	45,667	69,388	57,221	126,609	36,687	15,975	52,662
Rhode Island	43,445	30,900	74,345	47,634	8,047	55,681	5,267	7,146	12,413
Vermont	16,334	7,794	24,128	-	-	-	7,500	4,590	12,090
REGION II	1,036,249	820,310	3,552,412	21,277	34,792	4,551,022	62,652	51,208	113,860
Delaware	16,083	11,388	27,471	21,277	34,792	56,069	19,174	21,590	40,764
New Jersey	322,503	307,483	629,986	-	-	-	-	-	-
New York	697,663	501,439	1,199,102	-	-	-	43,478	29,618	73,096
Pennsylvania	-	-	1,695,853	-	-	4,494,953	-	-	-
REGION III	246,440	314,527	560,967	244,650	128,306	372,956	150,703	83,535	234,238
Dist. of Col.	-	-	-	-	-	-	-	-	-
Kentucky	91,728	109,371	201,099	113,729	65,443	179,172	53,398	37,820	91,218
Maryland	90,199	143,361	233,560	45,279	31,159	76,438	40,067	20,641	60,708
North Carolina	9,568	6,951	16,519	23,053	8,864	31,917	5,079	1,934	7,013
Puerto Rico	50,040	51,101	101,141	55,192	13,407	68,599	30,612	22,389	53,001
Virginia	-	-	-	-	-	-	-	-	-
Virgin Islands	-	-	-	-	-	-	-	-	-
West Virginia	4,905	3,743	8,648	7,397	9,433	16,830	21,547	751	22,298
REGION IV	202,253	75,667	377,186	26,050	9,674	35,724	21,466	16,447	37,913
Alabama	9,232	-	9,232	-	-	-	7,647	250	7,897
Florida	166,516	57,921	224,436	3,506	1,219	4,725	5,258	1,829	7,087
Georgia	17,713	16,596	34,309	22,544	8,455	30,999	8,561	14,368	22,929
Mississippi	-	-	-	-	-	-	-	-	-
South Carolina	8,793	1,150	9,943	-	-	-	-	-	-
Tennessee	-	-	99,266	-	-	-	-	-	-
REGION V	4,412,223	1,317,452	5,729,675	1,874,648	545,827	2,420,475	790,470	215,245	1,005,715
Illinois	821,548	465,726	1,287,274	-	-	-	-	-	-
Indiana	636,220	79,597	715,817	-	-	-	-	-	-
Michigan	400,460	235,000	635,460	50,000	25,000	75,000	387,000	100,079	487,079
Ohio	704,567	201,111	905,678	1,824,648	520,827	2,345,475	403,470	115,166	518,636
Wisconsin	1,849,428	336,018	2,185,446	-	-	-	-	-	-
REGION VI	626,059	361,861	1,020,089	1,209,841	419,641	1,629,482	207,138	46,734	253,872
Iowa	-	-	-	-	-	-	-	-	-
Kansas	88,762	28,869	117,631	-	-	-	-	-	-
Minnesota	179,986	101,787	281,773	-	-	-	-	-	-
Missouri	252,395	129,927	382,322	1,184,743	404,177	1,588,920	182,109	39,471	221,580
Nebraska	72,036	73,110	150,146	-	-	-	17,841	-	17,841
North Dakota	27,880	28,168	56,048	25,098	15,464	40,562	7,188	7,263	14,451
South Dakota	-	-	32,169	-	-	-	-	-	-
REGION VII	466,168	276,884	727,919	158,943	98,818	257,761	-	-	-
Arkansas	-	-	34,867	-	-	-	-	-	-
Louisiana	74,776	50,615	125,391	158,943	98,818	257,761	-	-	-
New Mexico	36,283	28,168	65,151	-	-	-	-	-	-
Oklahoma	82,399	22,036	104,435	-	-	-	-	-	-
Texas	272,910	126,065	398,075	-	-	-	-	-	-
REGION VIII	33,952	17,470	107,804	13,779	2,459	16,238	7,716	2,336	100,931
Colorado	-	-	56,382	-	-	-	-	-	91,879
Idaho	6,036	2,839	8,875	-	-	-	-	-	-
Montana	25,353	13,878	39,231	-	-	-	-	-	-
Utah	-	-	-	-	-	-	-	-	-
Wyoming	2,563	753	3,316	13,779	2,459	16,238	7,716	2,336	10,052
REGION IX	214,178	128,891	931,789	68,448	42,874	1,324,616	63,602	18,756	82,358
Alaska	3,850	2,455	6,305	-	-	-	700	483	1,183
Arizona	22,580	21,143	43,723	-	-	-	20,807	1,247	22,054
California	-	-	588,720	-	-	1,213,294	-	-	-
Guam	-	-	-	-	-	-	-	-	-
Hawaii	61,939	41,799	103,738	64,948	38,874	103,822	-	-	-
Nevada	9,293	3,553	12,846	-	-	-	-	-	-
Oregon	60,903	34,905	95,808	-	-	-	4,553	-	4,553
Washington	55,113	24,036	79,149	-	-	-	36,742	16,026	52,768
TRUST TERRITORY	500	1,000	1,500	3,500	4,000	7,500	800,	1,000	1,800

[1] NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS ARE REPORTED FOR PENNSYLVANIA, TENNESSEE, SOUTH DAKOTA, ARKANSAS, COLORADO AND CALIFORNIA.

[2] TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS ARE INCLUDED IN SCHOOL LIBRARY RESOURCES FOR INDIANA, TENNESSEE, WISCONSIN, AND OKLAHOMA.

[3] NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS ARE REPORTED FOR PENNSYLVANIA AND CALIFORNIA.

[4] NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS ARE REPORTED FOR COLORADO.

School Library Resources - Private School Funds Expended

The total amount expended in private school funds to provide school library resources for the private school children and teachers participating in ESEA Title II, fiscal year 1967, was $13.9 million (Table 14). Of this amount, $7.6 million was reported as expended for elementary school library resources and $3.7 million was reported as expended for secondary school library resources. A number of States were able to provide only totals expended for school library resources so that no figures could be shown by grade level.

The range reported as expended from private school funds for elementary school library resources was from $500 in the Trust Territory of the Pacific Islands to $821,548 in Illinois. (The totals reported as expended in Indiana, Tennessee, Oklahoma, and Wisconsin include expenditures for textbooks and other instructional materials as well as school library resources.) Twelve States -- Connecticut, Massachusetts, New Jersey, New York, Florida, Illinois, Indiana, Michigan, Ohio, Minnesota, Missouri, and Texas reported expenditures over $100,000. For the 39 States reporting private school funds expended for elementary school library resources, the average expenditure per private elementary school child participating in the ESEA Title II program was about $1.72.

The range reported as expended from private school funds for secondary school library resources was from $753 in Wyoming to $501,439 in New York. Fourteen States -- Connecticut, Massachusetts, New Jersey, New York, Kentucky, Maryland, Illinois, Michigan, Ohio, Wisconsin, Minnesota, Missouri, Texas, and Washington reported expenditures over $100,000. (The figures reported for Indiana, Tennessee, Wisconsin, and Oklahoma include expenditures for textbooks and other instructional materials as well as school library resources). For the 38 States reporting private school expenditures for secondary school library resources, the average expenditure per private secondary school child participating in the Title II program in these States was about $3.10.

Textbooks - State, Local, and Private School Effort

Twenty-nine State departments of education reported a total of $122 million in State and local expenditures to provide textbooks for public school children. Of this amount, $64.3 million was expended for elementary school textbooks and $33.8 million expended for secondary school library resources. Some States were unable to give textbook expenditures by grade level.

Private school expenditures to provide textbooks for private school children totaled $12.5 million. The reported expenditure for elementary school textbooks from private school funds was $5.0 million, with a reported expenditure of $1.7 million for secondary school textbooks from private school funds. Textbook expenditures from private school funds were not reported for 29 States and no separate figures for elementary and secondary levels were reported for 6 additional States.

Other Instructional Materials - State, Local, and Private School Effort

In 31 States, the total of State and local expenditures reported for other instructional materials for public school children and teachers was $26.1 million. Of this amount, $11.5 million was reported as expended for public elementary school children and teachers while $7.8 million was reported expended for public secondary school children. Only total expenditures were reported in 6 States.

Private school expenditures for other instructional materials in 28 States totaled $2.4 million, of which $1.5 million was for elementary schools and $762,680 for secondary schools. A number of States were unable to provide separate figures for elementary and secondary levels.

Standards for Instructional Materials

In fiscal year 1967, many States continued the development or revision of standards for school library resources, textbooks, and other instructional materials. These standards have served the general purposes of all educational standards: to set minimum levels below which no instructional program can be effective and to encourage efforts not only to meet standards but to go beyond them toward excellence in educational opportunity.

In fiscal year 1967, the tendency to include in standards provisions to facilitate a unified approach to a variety of media and media services continued. The following excerpts from the States' reports for fiscal year 1967 illustrate the kind of activity taking place:

California's school library and audiovisual standards developed by the California Association of School Librarians and the Audiovisual Education Association of California have been published and are being distributed to schools. These will not, however, be adopted until after field testing and revision.

In Florida, the State accreditation standards are now in the process of revision.

A statement of guidelines for the improvement of learning through the provision and effective use of a wide variety of instructional materials in Indiana schools was accepted as official Guidelines for the State of Indiana by the Commission on General Education, State Board of Education, May 12, 1966.

State standards for school libraries in Louisiana have been revised and greatly increased to conform to the standards of the Southern Association of Colleges and Secondary Schools. It is anticipated that these newly proposed standards will be adopted by the State Board of Education during the current fiscal year.

In Ohio, the Division of Elementary and Secondary Education is responsible for developing standards for Ohio schools. The State Board of Education has adopted new quantitative standards for junior high and senior high schools. These standards became effective July 1968. The State Board of Education has authorized a review and possible revision of the elementary school standards in Ohio.

In Oklahoma, several regulations in State standards were revised. In consideration of the fact that each school now has increased funds for library resources, the regulation concerning expenditures was raised. Qualifications for elementary school libraries were established.

Pennsylvania has revised State standards upward to meet the changing demands of schools. The Title II program has made the schools aware of these changing needs.

Standards developed or revised under ESEA Title II have served as factors in establishing relative need for the distribution of materials under the Title II program and have also served as measures for determining the relative need of children and teachers for items in the three categories.

Some States have conducted surveys of instructional materials collections in local education agencies and report significant gains. The State of Washington, for example, reports an increase of 46 percent in the number of library books per school since 1962. The average number of books per child has risen from 6.2 to 8.5 -- a 37 percent increase; however, the standard of 10 books per child is not yet reached. The survey data indicates an average of 119 filmstrips and 111 recordings per building in 1965-66. An additional 192,651 filmstrips and 355,827 recordings are needed to meet Washington's suggested Standards for the Learning Resources Center.

South Carolina reported: The median number of books per pupil in South Carolina elementary schools is 8.1. The State standard for elementary school libraries this year was 8 books per pupil; next year (1967-8) it will be 9 and the following year (1968-69), 10. The high school libraries average a little better than 6 books per pupil. The State standard for high schools is still 5 books per pupil. The standard in this case needs to be strengthened and efforts are being made in this direction.

The District of Columbia report states: In 1965, the survey which preceded the formulation of our State plan showed that we had 6 books per pupil in our public school elementary libraries. At the rate of acquisition permitted by regular budget allocations, the ratio of books per pupil could not have exceeded 1.7 by fiscal year 1967. However, this year we average 3.4 books per pupil. Thus, with the aid of ESEA Title II funds, we should be able to reach our standards of 1965 in half the time originally estimated. The same survey showed that we had an average of 4 books per pupil in our junior high libraries. This year we have 5.8, a figure reached in two years with the aid of ESEA Title II. Likewise, on the senior high level, we had an average of 4 books per pupil, whereas we now have 5.5 books. Without ESEA Title II, this figure probably could not have been reached until 1969.

In 1964, a study of elementary, junior high and senior high school libraries made in Oregon showed that only 72 percent of the 1,099 schools responding to the questionnaire had centralized library collections housed in a library room. In only 66 percent was the library available for use throughout the school day. Only 93 school libraries were open for use during the summer of 1964. Less than half of the 792 centralized libraries (374) were supervised by librarians or teacher-librarians serving half-time or more.

Using this study as baseline data, Oregon schools were again surveyed as part of the ESEA Title II program. The 1967 data were reported by 1,082 schools with a high correlation between those responding to the 1964 survey and those participating in the 1967 Title II program. The 1967 survey showed progress in every area questioned, including the critical areas of facilities, collections, budget, personnel, and availability.

The greatest gains were in Oregon's elementary schools with an increase of 170 centralized collections in the three-year period. The percentage of elementary schools reporting book collections of 8 or more per pupil rose from 54 percent in 1964 to 75 percent in 1967. Those reporting cataloged collections of audiovisual materials rose from 26 percent in 1964 to 58 percent in 1967. Two significant factors, both of which became effective during 1967, might account for the rapid growth in school library services--Oregon's revised Minimum Standards for Public Schools and the ESEA Title II program.

Coordination

The ESEA Title II program was coordinated in fiscal year 1967 with other titles of ESEA, as well as a number of other programs of Federal financial assistance, in order to achieve maximum educational benefits.

In fiscal year 1967, all ESEA Title II plans were amended to assure appropriate coordination at both State and local levels between the ESEA Title II program with respect to school library resources and any program carried on under the Library Services and Construction Act (P.L. 88-269). A number of States reported plans for development of a joint policy statement on public library-school library relationships by State departments of education and State library agencies. Several States have indicated that representatives from the Title II staff serve on LSCA advisory committees and that LSCA staff serve on ESEA Title II advisory committees. Other forms of coordination include cooperative planning by local school and public library administrators concerning library services to students in the same geographic area and cooperative planning in such areas as selection of materials, inservice education, processing, and interlibrary loans.

As in fiscal year 1966, the most extensive coordination between other programs of Federal financial assistance and ESEA Title II involved programs funded under ESEA Title II and NDEA Title III. Many new media centers in elementary schools serving disadvantaged children have been established using

funds under ESEA Titles I and II. Title I funds are used to obtain media facilities, professional and clerical media personnel, and media center equipment and supplies, which are not eligible under ESEA Title II. Title II funds are utilized to buy such library materials as books and audiovisual materials. Materials are also purchased under the ESEA Title I program.

The scope of Title I assistance in school media programs is illustrated by the following examples:

- In Florida, Title I funds have been the means of providing needed audiovisual or other equipment, renovation of library quarters and facilities, additional personnel and services. The number of positions for library personnel approved for employment under Title I in 1966-7 was 137.

- Over 600 reading projects have been funded under Title I in New York, indicating that school media services have been substantially improved to meet new demands for appropriate reading materials to undergird the reading program.

- A report on the role of aides in ESEA Title I programs in North Carolina stated that 497 of the 3,794 aides employed in 1966-67 were library aides. A significant number of these aides indicated that they now plan to take additional college work so that they can, in time, become certified teachers and librarians.

- Oklahoma reported cooperation between Titles I and II staff in the State Department of Education. The directors of both titles have appeared together on numerous programs over the State to acquaint the participating schools with the details of each title. A substantial amount of Title I funds are being spent for library resources and library aides.

Coordination of NDEA Title III and ESEA Title II was reported at both State and local levels. Media and subject specialists employed in State departments of education with NDEA Title III funds on a matching basis frequently gave consultative assistance in the selection, organization, and use of instructional materials acquired under Title II. ESEA Title II funds frequently provided the audiovisual materials needed for using equipment acquired under NDEA Title III.

Title III of ESEA was designed to encourage local school districts to develop imaginative solutions to educational problems; to utilize effectively research funding; and to create, design, and make intelligent use of supplementary centers and services.* In fiscal year 1967, 128 Title III projects related to school media programs were identified.[3] These media programs in which Title III funds were utilized included art media centers, audiovisual

*Moses, Kathlyn J. (comp.). Elementary and Secondary Education Act, Title III, Selected Projects (1966-67) Related to School Libraries and Instructional Materials Centers. Washington, D.C.: U.S. Office of Education. Mimeographed.

media centers, educational television, film libraries, individualized instruction, instructional materials centers, independent study programs, information storage and retrieval, language media centers, music resource centers, tape libraries, team teaching, and ungraded school programs.

Examples of the variety of ESEA Title III projects related to school media programs are cited below:

- A cultural enrichment program was established in six Georgia counties to give students the opportunity of presenting their artistic endeavors to the adult community, in order to improve the cultural level of the entire community. The program utilizes musical instruments and teaching materials, art materials, and reference books, and provides for the inservice training of teachers. Approximately $8,500 from ESEA Title II funds was expended for materials for this project.

- In Minnesota an inservice training program prepared teachers to guide students in comprehensive independent study. The program necessitated a reallocation of teaching time and classroom space and provided a wide variety of instructional materials. Materials and qualified personnel were made accessible through the development of research centers as "satellites" of a library program. Materials were provided through the ESEA Title II program.

- A program to motivate elementary school students to read was developed in Missouri. Volunteer teacher aides stimulated reading activities and worked with students having reading problems to help them develop a greater interest in reading. Books were made available through ESEA Title II funds.

- In New York, 14 minigrants were made under ESEA Title II to the regional educational centers established under ESEA Title III. The major part of each grant was used to acquire a collection of recommended instructional materials selection aids. In addition, collections of professional reference books selected on the basis of specific local need are available in each center.

- An instructional media center was established in Utah to serve a seven-county area by acquiring and distributing instructional materials and related equipment, providing videotape and mobile units to extend the use of the educational television system, and conducting inservice training for teachers and staff to expand the use of instructional media. Materials were purchased through programs under ESEA Titles II and III.

- A resource center and educational program at Selah, Washington, emphasizes development of student responsibility, research skills, and broadened knowledge, under the guidance of professional staff who utilize a multi-media approach to independent study activity.

The collection in the junior high school participating in this project reached national standards through the cooperative efforts of ESEA Titles II and III.

Other examples of the coordination of ESEA Title II programs with other programs of Federal financial assistance include:

- An educational mediamobile operates as a satellite of the Center for Learning Resources, North Carolina Department of Public Instruction. Established through Titles II and V of ESEA, the functions and services of the Center are now expanded to include consultant services to school personnel for the implementation of ESEA projects compiling and distributing bibliographies on specific subjects, and assisting with inservice education programs.

- In Oklahoma, members of the State Department of Education ESEA Title II staff have worked with NDEA Title V staff in workshops and assisted in the development of a bibliography for guidance and counseling.

- Rhode Island reported that students in the Office of Economic Opportunity programs have worked as student library aides, assisting in remodeling quarters or making draperies. Teacher aides employed under these programs have also worked as library aides.

Inservice Education

In fiscal year 1967, State departments of education continued their programs of providing leadership, supervision, and inservice education to local educational agencies participating in the ESEA Title II program as described in Section 3.22 of the State plan. These programs have been conducted to help teachers and media specialists understand the value of a broad base of instructional materials, to know the materials, and to know how to use them effectively. The following excerpts from the States' Annual Report for FY 1967 are examples of the kind of inservice education provided:

- Nevada conducted three inservice programs at the State level involving superintendents and Title II coordinators. The consultant visited every school district in the State and worked on an individual basis with administrators, Title II consultants and librarians in developing Title II programs. Two workshops were conducted.

- Office conferences and on-site visitations by Ohio Title II consultants in addition to four two-day workshops aided local school districts in all aspects of the program. Consultation was offered in areas of selection, organizing collections, processing, fiscal control, and utilization of materials. Each member of the Title II staff was given a geographical area for concentrated effort in inservice education.

- In Oklahoma, a series of six workshops were held in November and December. There were 487 persons in attendance representing seventy-two counties. Participants included school superintendents, principals, librarians, teachers, audiovisual consultants, library and reading supervisors, curriculum directors, high school and college students, and clerical aides.

- The Oregon ESEA Title II staff planned and carried out an extensive inservice program to inform school personnel of the opportunities available under Title II and guide them in the use of Title II funds so that the dollars spent would result in the strengthening and improving of educational quality and educational opportunity. This inservice program included:

    - 13 one-day workshops...for administrators, teachers, librarians, and media specialists

    - A TV presentation by the Department of Education explaining the various ESEA titles

    - A conference for district and county supervisors of library and media services.

- Five regional inservice programs were held in South Carolina for the librarians who were inexperienced and/or not certified. There was a one-day conference with an out-of-State consultant who discussed the program in a school library. Two hundred fifty librarians from the 108 districts were invited to this conference. In addition to the school librarian, all school library supervisors and all library school faculty members were invited. The presentation by the outside consultant was followed by small discussion groups led by subject supervisors from the Division of Instruction. At the time participants were invited to the conference, they were requested to hold meetings of the librarians within the district to discuss the library program when they returned home. Tapes were made of the talk at the State meeting, and these were used in many of the local meetings...the State supervisor also had a one-day meeting with all library supervisory personnel.

- Sixteen two and one-half day workshops were conducted by Texas library consultants for 380 participants to implement the Title II program...general inservice education scheduled twenty library sections which attracted 1,055 participants who received assistance in advancing the Title II program. Ten workshops designed to give information on types and use of programed instruction were offered for approximately 150 persons.

  ...small school districts were encouraged to invite a representative from other districts in the county to a meeting conducted by a library consultant or a media consultant in an attempt to provide assistance to as many districts as possible.

- Utah held twelve State-sponsored regional inservice programs during September and December. State personnel spent time with...school media groups...discussing details of the ESEA Title II program and its relation to other Federal programs. Guidelines for purchasing materials were given local personnel and individual questions were answered.

- The program of the Wyoming county superintendents' meeting included a ...workshop on organizing a library for schools with 1 to 100 students, and usually lower than 50.

V. SPECIAL-PURPOSE GRANTS PROGRAM IN 19 STATES

In implementing the relative-need factors concerned with the requirements of children and teachers in special or exemplary instructional programs, a number of States have included in their relative-need formulas provision for the development of selected model public school libraries or media centers to demonstrate good media programs, or for special-purpose grants to provide instructional materials for the use of children and teachers in special and exemplary instructional programs. These programs not only serve the children and teachers in the schools concerned but also provide the stimulus for the development of adequate State and local media programs by interpreting the role of instructional media in education for school board members, administrators, teachers, media specialists, and lay groups.

The First Annual Report of the ESEA Title II program described briefly the special-purpose grants program in the 17 States where special projects were funded in fiscal year 1966.1/ Although these data were incomplete, it was estimated that more than 150 special projects in these States were funded, with expenditures for the materials acquired totaling an estimated $5 million. Table 15 provides data on the increase in fiscal year 1967 and estimates for 1968 in the number of States providing special-purpose grants under the Title II program, the increase in number of projects funded, and funds expended for materials acquired for use in these projects.

1/ First Annual Report, Fiscal Year 1966, Title II, op. cit., pp. 52-60.

Table 15. ESEA Title II, Special-Purpose Grants at a Glance

Number of States with Special-Purpose Grants in:

1966	17	(California, Delaware, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New York, North Carolina, Ohio, Pennsylvania, Vermont, Virginia)
1967	19	
1968	30	

Number of States adding program for first time in:

1967	3	(New Hampshire, Oregon, South Dakota)
1968	11	(Alabama, Arizona, Connecticut, Florida, Illinois, New Mexico, North Dakota, Washington, Wisconsin, Wyoming, and District of Columbia)

Number of States dropping program in:

1967	1	(Vermont)
1968	0	

Number of States increasing amount available for grants in:

1967	2	(New York, North Carolina)
1968	5	(Massachusetts, Nebraska, New York, North Carolina, Virginia)

Estimated number of Special-Purpose Grants in:

1966	150
1967	400

Estimated expenditures for materials in Special-Purpose Grants in:

1966	$5 million
1967	$8 million

Developing Special-Purpose Grants Programs

Though the U.S. Office of Education provides interpretations of the regulations and develops guidelines to assist the States, each State is responsible for the administration of its own program. As a result, the ESEA Title II program, including the special-purpose grants program, varies from State to State, according to different circumstances and objectives.

Under the ESEA Title II program, several States established pilot school media center programs in order to demonstrate good media practices and to bring about change in educational programs. ESEA Title II administrative and supervisory staff in State departments of education, with the assistance of Title II advisory committees, developed criteria for the selection of schools applying for the special-purpose grants. These criteria were generally intended for use in selecting schools: (1) where school administrators were willing to provide additional personnel and facilities, if needed, to make the entire school a demonstration situation; (2) where faculty and administration were committed to the support and development of a continuing good school media program; (3) where geographic location, transportation, and facilities made a demonstration program practicable and productive for visits by interested educators.

Information about the special-purpose grants program was disseminated to local educational agencies through State department of education brochures, professional conferences, and news releases. Applications were evaluated by ESEA Title II advisory committees and representative State department of education personnel, sometimes assisted by consultants drawn from the field. Following selection of the schools to receive the grants, State department of education personnel in some States were assigned to serve as field consultants to the projects throughout the demonstration period. Workshops for the administrators, media personnel, and teachers in the demonstration schools were conducted in a number of States and brochures describing the programs of the demonstration school published and distributed to all schools in the State, with invitations to visit the pilot schools.

How the Funds Were Spent

During the first 2 years of operation (fiscal years 1966-67), the estimated cost of school library resources, textbooks, and other instructional materials acquired for use in special-purpose programs amounted to more than $12.7 million. The program required no State or local matching funds. The amount expended represents slightly more than 6 percent of the ESEA Title II appropriation for the 2 years. During this period, more than 550 special-purpose projects were approved in 19 States. These programs served children and teachers in both elementary and secondary schools.

In addition to textbooks, eligible instructional materials under the ESEA Title II program include books other than textbooks, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, tape and disc recordings, processed slides, transparencies, films, filmstrips, kinescopes, video tapes, and other types of printed and published and audiovisual materials. The types of instructional materials acquired for use in special or exemplary instructional programs reflect the needs of the children and teachers participating in the programs, and the effort to emphasize the use of the school library as a learning laboratory, providing a sufficient variety of materials for the independent study activities of all students.

Frequently, the special-purpose grants projects emphasized audiovisual materials, as schools and school libraries moved toward the development of unified media programs. For example, in Maryland in fiscal year 1967, the 17 special-purpose projects included 18,290 audiovisual items. Ohio reports that over 65 percent of special-purpose grant funds were used for the acquisition of audiovisual material in the 37 projects funded in fiscal year 1967.

Significant programs have been shaped through the selection of materials appropriate for achieving the basic objectives of the special-purpose grants project. For example, children enrolled in the Columbus, Ohio, State School for the Blind have available a collection of maps, globes, and audio materials. The resources are being used to explore the effect these media have on the spatial orientation, abstract reasoning, and educational progress of blind children when such materials are used in conjunction with materials in Braille. High interest, low vocabulary books, recordings, and filmstrips are provided for the use of pupils at Michigan Avenue Junior High School, Coos Bay, Oregon, where 48 percent of the students read below grade level. A special effort was made to include multi-ethnic materials in the collection made available to pupils at Riverton Junior High School, Clarksdale, Mississippi.

Special-Purpose Grants Funds in High Priority Programs

The special-purpose grants projects funded under ESEA Title II have provided children and teachers in many types of schools with instructional materials; however, because of special concern with certain high priority programs, a number of projects involving these priorities in 1967 have been identified.

Planning and Evaluation

A number of special-purpose grants projects have emphasized service to teachers and provided materials for the use of school personnel involved in making critical appraisals of educational programs being carried out in local educational agencies as a guide in taking action for program planning and evaluation.

The district materials center in Anne Arundel County, Maryland, has been provided with approximately 3,000 source books in the social studies for the use of curriculum development committees. Other professional materials have been made available in the center, including 16 mm. films; microfilm of periodicals indexed in Education Index; and tapes, transparencies, and phonorecordings for duplication.

Two resource/planning/learning centers in Wyoming City School District, Cincinnati, Ohio, house a special collection of multi-media materials. Space is provided for teachers to meet and to select and prepare materials. Delivery service to schools within the district is also available.

In Hudson Falls, Washington County, New York, the emergence of new curriculum patterns and changes in teaching philosophy led to the development of a multi-media professional library. The collection will provide teachers with research and study materials necessary for implementing curriculum change.

Pupils in special or exemplary instructional programs are involved in experimental programs and are provided with materials under the ESEA Title II program. A multi-media library collection supports controlled experimental courses taught in advanced biology and physics at Watauga High School, Boone, North Carolina. Experiments in the development of creativity in English are conducted with academically talented students. Plans are also projected for experimentation with self-contained programmed courses for independent study by a select group of students in specified subjects.

Cultural or Linguistic Needs of Children and Teachers

One of the priorities to be considered in the development of relative-need criteria for the allocation of school library resources, textbooks, and other instructional materials among elementary and secondary school children and teachers is the cultural or linguistic needs of children and teachers. A number of States have funded special-purpose grants projects under ESEA Title II to support programs that serve such children and their teachers. Special attention is given in these projects to the selection of materials to help culturally and educationally deprived children to acquire more adequate communication skills.

A carefully selected materials collection is provided for the use of the many children with a bilingual background who are enrolled in an intermediate school in Coachella School District, Riverside County, California. The program is designed to expand the learning opportunities of Mexican-American children and help them to make the transition from Spanish to effective use of English.

A collection of books, periodicals, and recordings provide foreign-language materials to elementary school students from foreign-language-speaking families in Hempstead, New York, to help them maintain their language skills. Materials are also used to extend and enrich the foreign-language courses being taught in area schools.

Mentally or Physically Exceptional Children

Under the ESEA Title II program, instructional materials were made available to handicapped children enrolled in regular public and private elementary and secondary schools which either comply with the State compulsory attendance laws or are recognized by some other procedure customarily used in the State, according to the relative need of children and teachers for instructional materials. Also, instructional materials were made available, according to need, to handicapped children in special schools for the mentally or physically exceptional, where education equivalent to that of the public elementary or secondary school is provided.

In some States, special-purpose grants have been made to provide materials for handicapped children and their teachers. A collection of library materials is available for the use of the pupils and teachers of Loma Alta School which serves as the school for the Marin County, California, Juvenile Hall and Family Rehabilitation Center. Faculty members hope to assess the effects of adequate library resources upon "negativistic" feelings which these youngsters harbor about school and the impact that library services may have on their education.

Materials were provided for the individual programing of a small class of emotionally handicapped children enrolled in Clay Elementary School, Kansas City, Missouri, Public School District. Materials were selected to suit short attention-span and academic retardation of pupils and to be as free as possible from crisis-provoking stimuli.

A media center has been set up at the State Agricultural and Industrial School, Industry, New York to support programs of educational rehabilitation involving boys committed to the school by Family Court. A remedial reading clinic is provided and special attention is given to selecting materials in terms of pupil need and ability.

The Wichita, Kansas, Regional Library for the Visually Impaired and Blind provides books in Braille, large print books, the New York Times in large print, talking books, and tapes as well as other media for the use of visually handicapped children and young people. These students learn to enjoy good books, broaden reading areas, and are able to pursue individual interests. They become acquainted with and use a variety of media and find ways of developing daily living skills. A similar provision has been made in California where for 3 years a special-purpose grant to the Bureau for Physically Exceptional children has obtained books for loan to visually handicapped children.

Early Childhood Education

The age limits of children eligible to participate in the ESEA Title II program are the permissible ages for attendance at the public elementary and secondary schools of the State. Where a State provides kindergarten or pre-kindergarten education programs for children in public schools, such children are eligible to participate in the ESEA Title II program.

Early childhood education programs generally include instruction at the nursery, kindergarten, and primary (grades one, two, and three) levels. ESEA Title II special-purpose grants in a number of States have served children at these levels and their teachers. A model multi-media instructional materials collection is available to pupils at Canton Central School, Canton, New York, which serves grades K-3. After-school and Saturday service is available. The library collection emphasizes social studies because of an experimental program in the school.

A program in the Sunset Grade School, West Linn, Oregon, provides school library experiences for pre-school children. The program is designed to give varied experiences to build language skills and prevent reading disabilities.

A multi-media collection of materials meeting national standards is available to pupils, grades K-5, enrolled at Ella School, Marysville Joint Unified School District, Yuba City, California. Independent study areas, including facilities for listening and viewing, are provided. An instructional resource center serving grades K-4 provides materials for the use of 20 teachers and approximately 500 children in Martin City Elementary School, Grandview, Missouri.

In New York City, an early childhood reading center has been developed to provide enrichment materials for use by children in grades 1 and 7 who are included in the district reading clinic program. This reading center serves students from 34 public and private schools. The books and audio-visual materials were chosen to strengthen the language arts program and encourage reading. The materials selected give emphasis to urban life and Negro and Puerto Rican heritage.

Individualized Instruction

In a number of States, special-purpose grants have provided instructional materials for use in independent study programs, where students are involved in self-directed learning activities. These can involve research in a library, construction in the shop, and investigation in a laboratory. Such programs require large collections of printed and published materials of all types so that students can use materials according to their own needs and ability.

A multi-media collection of resource materials enables secondary school pupils in Sycamore City School District, Cincinnati, Ohio, who have special interests and ability to pursue a problem in depth through independent or small-group study under the direction and guidance of a teacher. Satellite library collections will augment the central library collection to furnish adequate support for the independent study program at South Tahoe High School, Lake Tahoe Unified School District, El Dorado County, California. Stanford University is assisting in the development of the flexible scheduling and independent study concept as a model for schools of this size, capacity, and location.

Instructional materials for use in language arts, social studies, mathematics, science, and vocational education are available through subject resource centers to support the independent study program in Findlay, Ohio, Senior High School. Secondary school teachers in these fields will serve as guidance-resource personnel.

A variety of school library resources supports the social studies program, grades 3-6 at Edgewood School, Elmira, New York. Study carrels are equipped for use of multi-media materials and independent work is encouraged. Secondary school pupils in Aurora, Ohio, are involved in an organized seminar program where emphasis is placed on self-responsibility and self-regulation for learning. Books, films, tapes, and other instructional materials provide opportunity for these students to study an area in which they are deeply interested.

Amory Middle School, Amory, Mississippi, the only middle school in the State, is making extensive use of library materials in its move from textbook study to individualized study. This new school with outstanding media center facilities is experimenting with small-and large-group instruction in team teaching. Additional school library resources for the use of children in Okten Elementary School, McComb, Mississippi, have enabled teachers to employ the individualized approach to the teaching of reading. Special emphasis is placed on remedial reading and speech therapy in regular and summer programs.

Pupils enrolled in an individualized reading program at Bridgewater-Raynham Regional High School, Bridgewater, Massachusetts, have access to a good collection of school library resources. At beginning levels, students read widely to develop enthusiasm for independent work and a broad base of reading experiences. Senior high school students p ogress to more specialized work, developing background in subject areas, guided by faculty and school library advisers.

Increased instructional materials for the use of children and teachers have made it possible for some schools to decentralize media collections and develop multiple media centers. These supplementary media centers, structured on a subject or grade-level basis, rather than form of media, contain special collections of instructional materials and are administered by the central school media center. Media specialists and teachers are available in these supplementary media centers to assist students.

A collection of materials provided for pupils and teachers of Governor Thomas Johnson High School, Frederick County, Maryland, is made available from 13 resource centers and a central materials center. School library resources are made available through media center areas adjacent to each grade-level area in the Walnut Scone Elementary School, Pleasanton Joint Elementary School District, Alameda County, California. The librarian works with teacher teams in planning for the provision of extensive opportunities for students to pursue meaningful activities through the library program.

The seminars and collections of a centrally located media center at South Tahoe High School, Lake Tahoe Unified School District, El Dorado County, California, are supplemented by subject collections in resource centers specializing in communications, arts, science, social science, industrial arts, physical education, commercial arts, music, speech, and fine arts. A master control file in the main media center facilitates inter-departmental retrieval of materials.

Rural Schools

In developing relative-need criteria for the allocation of school library resources, textbooks, and other instructional materials among children and teachers, some States have given high priority to children and teachers in small communities and rural areas as a means of enriching opportunities.

A model media center for rural schools in northern California has been established at Jonesville Elementary School, Jonesville Union Elementary School District, Lassen County, California. Media of all types will supplement the present collection to bring the school's media collection up to recommended standards and help overcome the learning handicaps of the numerous disadvantaged students in the area.

A collection of printed and audiovisual material has been provided for the use of children (grades 1-12) enrolled at DeKalb, Mississippi, Attendance Center where there is a developmental and remedial reading program for all grades. The new materials will emphasize social studies and the humanities.

Pupils and teachers at Bertie High School, Route 3, Windsor, North Carolina, have access to instructional media of many kinds in their media center. Filmstrip and viewers, as well as printed materials, are available for use at home. A professional library for the use of teachers is equipped for pre-viewing audiovisual materials and is also available for group study and individual conferences.

Printed and audiovisual materials are available in two instructional materials centers in a rural school district in Tioga County, New York. A reading specialist works with teacher and pupils in achieving optimum use of all materials. A summer library and reading program is funded under ESEA Title I.

Disadvantaged Children and Children in Inner City Schools

The basic objective of ESEA Title II is the improvement of educational quality and opportunity for educationally disadvantaged children, through the provision of school library resources, textbooks, and other instructional materials. Some State plans for ESEA Title II have given high priority to schools enrolling children from low-income families, especially children in

inner city schools. Special-purpose grants of instructional materials have assisted these schools in designing special programs to meet the needs of these children.

In Buffalo, New York, a demonstration school library has been established in a "target area" school through the combination of school and Federal programs to point up the part organized resources play in developing quality educational programs. Long-range plans envision more such elementary school libraries and a coordinated elementary library system.

Many special programs such as individualized reading, team teaching, an ungraded reading program, and a listening center are in operation at Barry Avenue School, Yuba City Unified School District, Sutter County, California. Instructional materials provided under the ESEA Title II special-purpose grant program support these activities. The media program serves the large number of culturally disadvantaged students enrolled and demonstrates how an exemplary program can lead to improved education.

High school students enrolled in St. Timothy's School, Baltimore, Maryland, participate in a tutorial program for disadvantaged pupils in the inner city. Under the ESEA Title II program, a special-purpose grant of materials on urban problems and education of the disadvantaged has been made available on loan for the use of these students in their work.

The educational opportunities of deprived children in Waterloo Middle School, Howard County, Maryland, have been enriched by increasing provisions for learning through all media of instruction. The new materials include many audiovisual materials in all areas of the curriculum, with emphasis on the needs of children of low ability.

The Influence of Special-Purpose Grants Projects on Instructional Programs and Practices

The special-purpose grants programs have affected significantly the instructional programs in the 19 States funding such projects under ESEA Title II in fiscal year 1967. The programs have served the children and teachers in the schools concerned and provided professional and lay groups with the opportunity to observe superior programs. For example, in North Carolina, over 2,000 people visited ten schools in the project during a three-month period to discuss new trends in school library development with library personnel; observe use of library materials and equipment; visit classrooms to observe teaching of study skills and use of library resources; and observe the coordinated efforts of school administration, faculty, parents, and students in the demonstration program.

The reports from visitors who have observed these demonstration programs have been enthusiastic. They indicate that parents, teachers, school board members, and school administrators who have made these visits have been able

to effect changes in their local school media programs and that the changes effected can be at least partly attributed to their visits to the schools.

A county school library consultant in California states: "...Numerous ideas have been put into effect in schools where district personnel have visited the Title II project and have used the program as a model. The project in our county has had an impact on the establishment and improvement of library services in other schools."

Reaction to the special-purpose grants projects funded under the ESEA Title II program in California indicates clearly the unique importance of this opportunity for developing superior school media programs. The ESEA Title II report from California in fiscal year 1967 states:

> The Phase II (Special-purpose grants) program continues to inspire the development of truly superior school library programs. The necessary evaluation of a current school library program and the equally essential development of long-range plans for a given school situation focus the forces for optimum success in a Phase II project. Librarians, audio-visual specialists, curriculum co-ordinators, [illegible] administrators are finding new ways of working together. Communication is increasing between school districts developing innovative school library programs. Individuals and groups are visiting outstanding school libraries and media centers with the intent to learn the best ways of using the wide variety of materials available for learning.

A research paper on the demonstration school library program in North Carolina was prepared by Mrs. Jacqueline G. Morris in partial fulfillment of requirements for a graduate degree in library science at Wayne State University.2/ After studying project objectives, criteria for selection of the schools, and data obtained through questionnaires and interviews with school personnel, Mrs. Morris reached the following conclusions:

- Almost 100% of teachers, principals, and librarians in the project schools felt that the project was making a great contribution to the school's instructional program. Student attitudes were improved. Pupils were proud of being selected and greater freedom in the library and easier access to many materials gave them a sense of responsibility.

2/ Morris, Jacqueline G. The Demonstration School Libraries Project in North Carolina, 1966-67. Unpublished master's essay. Detroit: Wayne State University, 1967. 60 p.

- A higher level of local support was a result. This was expected to spread to other schools in the system and continue after special funds stopped. Opinion varied on acceptance of innovative ideas as a result of having a resource center. Use of non-printed material can be a positive factor.

- The quality of library supervision was important to success. So were publicity and public relations. The more the project has been discussed and publicized within the school the more local interest and aid for the school. Newspaper publicity was a factor in numbers of visitors. Proximity to population was not decisive--the schools with exceptional coverage in regional news media had the most visitors.

An interesting result of the demonstration school library program in North Carolina included the development through local funds of a second demonstration school library in Haywood County. When Tuscola High School, Waynesville, North Carolina, was selected to be a demonstration school library, the Haywood County Board of Education appropriated funds to strengthen the library resources at Pisgah High School, Canton, North Carolina, so that it, too, might serve as a demonstration center. The facilities and curriculum of these high schools are similar and in each school every attempt has been made to provide the same learning environment since the needs of the pupils are similar.

One result of increased instructional materials under the ESEA Title II program is increasing pressure to make all materials available for teacher, pupil, and parent use, at home and at school. In many schools, special training programs have been developed so that children, teachers, and parents can become acquainted with the operation of equipment and care of materials.

Project Open Door, a brochure developed in the Oregon State Department of Education to describe the demonstration school library program in fiscal year 1967 states:

> In the past a student might be entrusted with a $5 or $6 book after elaborate precautions were taken to insure its safe return. Now, almost any evening of the school year, a Mill City student may be seen entrusted with a $600 projector and films totaling twice that amount. Despite forecasts that, with large scale media usage, students would tend to abandon the ancient art of reading, carefully maintained circulation data have proved this to be untrue.

One of the indirect benefits of the ESEA Title II special-purpose grants projects is their coordination with preservice teacher-education programs. A few States have included plans for making the project available for teacher training purposes, or proximity to a teacher-training institution among selection criteria. Examples of laboratory schools enrolling children and teachers receiving special-purpose grants are:

- Watauga High School, laboratory school for Appalachian State University, Boone, North Carolina
- Montebello Elementary School, Baltimore, Maryland, demonstration school and student teaching center for institutions in the area
- Dar ,ville Central School, Dansville, New York, student teaching cr ter for State University at Geneseo
- Frederic Burk School, San Francisco, California, laboratory school for San Francisco State College.

College and university students who study and work in the special-purpose grants schools have the opportunity to receive instruction in the selection and use of instructional materials in an atmosphere where students and teachers take full advantage of the resources and services of a superior program. Teachers and media personnel work individually with student teachers to teach them the effective selection, evaluation, and use of materials in all formats.

The materials provided through the special-purpose grants program have supported in-depth instructional programs in specific subject fields. An extensive local and State history collection is being provided at Brogden Junior High School, Durham, North Carolina. The collection includes books, films, filmstrips, recordings, and materials relating to North Carolina fauna and flora for correlation with geography and science.

The Talawanda School District, Oxford, Ohio, received a special-purpose grant to support service programs. Films, tapes, records, and printed materials related to physical science topics, including earth science, oceanography, outer space, and elementary physics, are available for the use of pupils from grades 5-9 enrolled in science.

The impact of the special-purpose grants projects on instructional programs, as described in this section, is a direct result of the ESEA Title II (special-purpose grants) program. The increased use of materials has affected the development of school media programs. These projects have contributed to the improvement of educational quality and opportunity in the following ways:

- Accelerated the development of unified programs of audiovisual and printed resources and services in elementary and secondary schools
- Supported school programs of innovative curricula and instructional techniques
- Stimulated educational planning in elementary and secondary schools

- Demonstrated superior media programs
- Provided inservice and preservice training opportunities for school personnel
- Promoted local interest in and support for schcol media programs.

VI. BENEFITS UNDER ESEA TITLE II TO CHILDREN AND TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS OPERATED FOR INDIAN CHILDREN BY THE DEPARTMENT OF THE INTERIOR

Public Law 89-750, signed by the President on November 3, 1966, amended the original ESEA Title to extend eligibility to include the children and teachers in elementary and secondary schools operated for Indian children by the Department of the Interior. A plan was approved on February 20, 1967, effective November 29, 1966, for the administration of this program.

Responsibility for the administration of the ESEA Title II program for the children and teachers in the elementary and secondary schools operated for Indian children rests with the Assistant Commissioner (Education) of the Bureau of Indian Affairs. Administrative functions are then channeled to subadministrative units, with the assistance of a Title II Advisory Committee.

The Advisory Committee, composed of the education specialist (Library Science), a librarian (central office), and other program and education specialists and school librarians, delegates some functions to a regional subcommittee composed of area, agency, and local school education personnel. The duties of the Title II Advisory Committee include implementation of the Department plan and dissemination of information regarding provision of the plan. Along with program activities, the committee provides consultative service to help school librarians in long-range planning to improve or extend library services and instructional planning.

Substandard economic conditions are roughly the same among all children in Indian schools. Therefore, a portion of acquisitions under Title II was made available in all schools. Up to 5 percent of the acquisitions were reserved for children and teachers in schools in which special efforts have been made in the past to provide an abundance of high-quality instructional materials. The remaining portion of acquisitions (about 45 percent) was distributed on a relative-need basis using quality and quantity of materials available in relation to standards.

In fiscal year 1967, the Bureau of Indian Affairs plan for ESEA Title II served 47,184 children and teachers in 231 schools (Table 2). Of the $125,161 allotted under Title II, the Bureau of Indian Affairs expended $113,189. Almost the entire amount was used for acquisitions ($113,189), with only $1,582 expended for administration of the plan (Table 3). Of the amount expended for acquisitions, $5,209 was expended for ordering, processing, cataloging, and delivering the 45,526 individual items of school library resources and other instructional materials made available for the use of Indian children and their teachers. This represents an average expenditure of about 12 cents per item. The Bureau of Indian Affairs undoubtedly absorbed the major costs of these services and used the ESEA Title II funds to provide materials.

The plan gave priority in the first year of the program to school library resources and other instructional materials, with textbooks being excluded as a lesser priority. School library resources accounted for nearly 81 percent of the $113,189 expended for instructional materials loaned to children and teachers in schools operated for Indian children by the Bureau of Indian Affairs (Table 7).

Of the $91,533 expended for school library resources, $71,092 or over 77 percent was expended to make available 26,049 library books (Table 11). The 26,049 library books represent an increase of less than 1 library book for the number of elementary and secondary school Indian children (47,184) participating in the program. Audiovisual materials account for about 21 percent,or $19,257,of the total expended for school library resources. The amount expended in the school library resources category for periodicals and other printed matter such as documents and pamphlets is less than 2 percent of the funds expended in this category.

The total amount reported as expended by the Bureau of Indian Affairs in the other instructional materials category is $16,447, or about 14.5 percent of the amount expended for acquisitions (Table 7). Other instructional materials are defined as the same items as school library resources except that they are not processed and cataloged.

Books account for $8,793, or slightly more than 53 percent of the total reported as expended for other instructional materials (Table 11). For audiovisual materials in this category, the total reported was $6,608, or about 40 percent. The amount expended for periodicals and other printed materials in this category is less than 7 percent of the entire amount expended for other instructional materials.

For books in both categories, the amount reported as expended ($79,885) represents about 70 percent of the total amount reported as expended for acquisitions. The total amount expended for audiovisual material in both categories is $25,865, or nearly 23 percent of the total amount expended for acquisitions. The total amount expended for periodicals and other printed matter is less than 7 percent of the total acquisitions for loan to Indian children and their teachers.

Under ESEA Title II, the Bureau of Indian Affairs reported establishment in fiscal year 1967 of 8 new elementary school libraries serving 2,529 Indian elementary school children (Table 13). No new secondary school libraries were established under ESEA Title II. Libraries have now been established in about 6 percent of the estimated 132 schools operated for Indian children that lacked libraries at the beginning of fiscal year 1967.

With regard to the improvement of the existing school libraries, all schools operated by the Bureau of Indian Affairs having libraries at the beginning of fiscal year 1967 were expanded as a result of the ESEA Title II program. Of the 99 school libraries expanded, 85 were elementary school libraries and 14 were secondary school libraries.

VII. THE STATES REPORT

In fiscal year 1967, the ESEA Title II coordinators, State school library supervisors, and State supervisors of instruction were asked to respond to a number of questions concerning the ESEA Title II program.[1] Their answers indicated the impact of the Title II program on the improvement of educational opportunity for children, additional needs for materials to support instructional programs and for staff to increase the accessibility and utilization of materials, and innovations or special ways by which instructional programs were strengthened through the ESEA Title II program. Their answers also showed the tendency of schools to unify media programs, by providing children and teachers with a variety of media and media resources. The following sampling from the narrative reports submitted by State departments of education provides evidence of ESEA Title II program impact and its effect on children and teachers in public and private elementary and secondary schools.

Region I

Connecticut

There is evidence that Title II programs have contributed significantly to the improvement of educational opportunity for the children and teachers in the public and private elementary and secondary schools in Connecticut.... Based on the numerous contacts with teachers, school librarians, school administrators, and audiovisual personnel, we feel that the schools in Connecticut reacted very favorably to the Title II program....Title II has been an important factor in improving teacher morale and the morale of audiovisual supervisors, who have felt frustration for many years as a result of the gap between what staff members were requesting and the materials they were able to obtain....Certainly Title II has created a climate for increasing the purchase and use of all types of materials to enrich the school curriculum. The availability of these new and up-to-date materials has given a tremendous impetus and encouragement to classroom teachers to change and improve their teaching techniques....

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[1] The ESEA Title II Narrative Report Form, Fiscal Year 1967, may be found in the appendix.

Massachusetts

The most striking impact of Title II in increased utilization appears to be the first major opportunity for public and private schools to individualize their instructional materials in line with local educational philosophy. Up until ESEA, many school systems provided basic general collections which were expected to span many purposes rather than meeting more innovative requests for special curriculum revisions and experimental efforts which make healthy educational growth. Especially in the second year of the program, the heartwarming interest of department heads and faculties was apparent in cooperative planning with media specialists for feasible yet creative instruction. This is the heart of Federal aid--the extra help to try something new, evaluate it, and improve upon it in subsequent years of effort....

Region II

New Jersey

Statistical analysis of centralized libraries indicates that schools have increased collections of library resources and audiovisual materials. Most important has been the maintenance of local effort so that Title II funds could supplement holdings.... Elementary schools are increasing the use of library and instructional materials in all phases of teaching.... Secondary schools are beginning to develop special collections, such as back periodicals on microfilm, sight-saving books, and regional or local history... Supervisors report that schools are beginning to develop greater strength in subject areas which have been neglected, particularly the area of fine arts... The acceleration of requests for elementary school librarians since the distribution of Title II materials suggests that schools are using the materials and recognize the importance of service....

Pennsylvania

The need for professional personnel in the educational media areas is great. Providing materials to... the children and teachers of the State has demonstrated the immediacy of the need for professional personnel.... Schools which had not provided instructional materials for their teachers and children prior to the Title II advent have been motivated to establish local effort through the demonstration of the educational benefits the Title II resources are providing.... There continues to be a general need for all kinds of instructional materials, print and nonprint, and at all grade levels with perhaps a special priority being given by the local educational agencies to acquisition materials for the elementary grades....

Region III

Puerto Rico

It is difficult to ascertain the impact of the Title II program on the improvement of student achievement. On the other hand, we have ample evidence of the effect of this program on the improvement of teachers and librarians in their methods of presenting and organizing content matter and teaching methods.... The feedback from teachers all over the land, their new enthusiasm, their desire to evaluate materials, initiate proposals, and start Title II projects in their schools points up the invigorating effects of the program.

West Virginia

Although ESEA Title II has made a significant contribution to the improvement of instructional resources in West Virginia schools, there is still much to be done. One cannot say that the efforts of Title II are yet to be felt because there have been some noteworthy advances. The problem is that there was such a paucity of teaching material prior to ESEA that there has not been sufficient time or money to overcome the "lag." All subject fields and grade levels are still lacking for quality instructional materials.... There has been a dramatic improvement in the quality of library resources.... The often neglected elementary children and teachers have seen a new emphasis on instructional materials related to the special needs of boys and girls. Sometimes for the first time, children and teachers have been able to move from the restrictions of a single, inadequate textbook to a broader source of materials appropriate to the wide range of ability and interest found in our classrooms....

Region IV

Alabama

No other single Federal program has had the effect of Title II on the educational program. One of the most neglected areas of the entire educational system in Alabama has been in library service. The State has never allocated funds specifically for library and other instructional materials nor have they provided a teacher unit for librarians.... The establishment of criteria in the State plan for centralization of school libraries as a requirement for full participation in Title II has caused the development of many new libraries.... The instructional program has been enriched so that teachers can now get away from one-textbook teaching. We feel that with the continued assistance from Title II funds, we will someday bring our libraries up to the adequate standard necessary for the education of our students.... Title II has definitely increased the instructional resources in the subject-matter fields. In elementary science, it has made possible a greater range of science topics (other than those in the textbooks) and has provided for variations in experiences.

Mississippi

...In many schools, the local budget was increased because of aroused teacher interest in the library as a learning center. Most libraries have a new look, a new philosophy of expanded service, and a new atmosphere. We think Title II, ESEA is the primary cause. ...The State has still not reached its standards for each of the three categories of materials, although ESEA monies are helping.... Mississippi schools still have a long way to go to provide quality library materials to meet State standards.... It is becoming increasingly apparent that the availability of good library materials is changing teaching methods and making for more depth in study in our classrooms. Individual needs of boys and girls can be better met.

Region V

Illinois

There has been an increase this year in the involvement of local school library supervisors and curriculum specialists, with a greater understanding developing among administrators of the need for this involvement and in appreciation of the merit of the Title II program, heretofore not prevalent.. The second year of the program has indicated a much stronger awareness by school boards and communities of the value of centralized school library resources.... The weakness persists in the lack of adequately trained manpower to staff the local schools, improve the selection process, and assist teachers in their selection.... A widening of the scope of instructional materials housed in school libraries has been one of the main trends since the advent of the Title II program. A second important trend has been the implementation of library programs so that a student orientation unit is expanded to reference and reading guidance, book talks, individual instruction, orientation in the use of audiovisual materials, bibliographic services to students and teachers, etc.

Ohio

Ten percent of Ohio's Title II allocation is withheld for special-purpose grants. The purpose of these grants is to establish special collections of books and materials to meet special curriculum emphases.... Eighteen local school districts received grants for special collections of materials to strengthen existing school library collections and services. These model programs, well distributed throughout the State, have served to encourage neighboring school districts to further develop and improve their own library and instructional programs.... The continuing need in Ohio for materials is still that of elementary library resources.... The reaction to the Title II program from all groups in the State has been positive.... A typical comment, which would most closely summarize the reaction to Title II, is that it is one of the best Federal programs even though the funds are limited....

Region VI

Missouri

The influx of increased school library resources within the schools has without doubt increased the opportunity for the improvement of education. It is rewarding to see schools that had little or no library resources now have these materials available for the use of the children and teachers.... The involvement of teachers, counselors, librarians, audiovisual and reading specialists, and special services personnel in the selection of the Title II resources increased the utilization of the materials. .. Our emphasis has been on school library resources and we believe progress has been made. Textbook needs are pretty well met for the public elementary schools with local and State funds. There is still need for textbooks on the secondary level in all subject fields. However, the greatest need is still for books for the school library and audiovisual and supplementary materials for all grade levels and most subject areas.

South Dakota

No school library in the State met standards, therefore, children and teachers in all schools were eligible. All funds were expended for school library resources and at least 50 percent was spent for books...."Using just" library resources was well received and the materials have bolstered the need areas..., The evidence that we have at the present time is that Federal funds under Title II were used to supplement and increase State and local financial effort to provide materials..., We are initiating a detailed survey of school libraries which we hope will enable us to better evaluate the relative need of our children and teachers.... Books and audiovisual materials at all levels are still lacking when quality of instruction is considered....

Region VII

Arkansas

A review of all public school budgets indicates that in nearly all instances, the amount of local school district funds budgeted for library resources and other instructional aids again represented a significant increase over the previous year.... The impact of the Title II program... has been almost unbelievable in many sections of the State. There have been new books on many subjects made available to children and teachers on a larger scale than even before. Schools that had never been able to provide filmstrips, recordings, flat pictures, etc., have enriched their resources and the experiences of the children enrolled. Teachers have been able to broaden their instructional program and modernize educational opportunities for children. Children now have access to information that will challenge them to explore many fields of interest....

Texas

ESEA Title II has provided assistance to the less financially able districts, has encouraged the more able districts to move toward media centers, and has made materials available to private school children and teachers. In addition, this program has contributed greatly to curriculum development.... Parents, teachers, school librarians, school administrators, and the general public, including representatives from private schools attest to the favorable impact made by ESEA Title II.... Elementary schools, as well as secondary schools in both public and private systems, still need library materials and personnel to meet the 1960 A.L.A. standards....Many small schools have less than 5.9 books per pupil.... A special study of library problems and needs, including Title II benefits... is being conducted... (and)... will provide direction and recommendations for future school library development in Texas.

Region VIII

Idaho

The greatest strength in making materials available to children and teachers in both public and private schools was allowing local agencies to select materials they determined best met the needs in their district. Private school librarians and teachers were consulted and served on selections committees.... The Title II program put an emphasis on improving school libraries which was long overdue. In addition to materials which were made available, the attitudes of teachers, children, and administrators toward the library have changed. There is a growing trend to make the library a true materials center.... At the present time, there are not enough trained librarians to fill the present vacancies but each year finds more schools establishing a central library, adding additional staff, expanding physical facilities or planning library improvement in other ways.... Title II has enabled the State Department of Education to employ a school library consultant and several districts have been encouraged to employ elementary library coordinators....

Wyoming

ESEA Title II has had considerable impact in Wyoming due to the fact that most districts lacked adequate funds to purchase needed books and instructional materials. Although Title II funds have not been adequate to meet the need, the additional funds have shown what can be done, and some districts have increased their own efforts.... Title II funds have definitely helped to strengthen participating programs. Collections of audiovisual materials have been significantly expanded.... Knowledge of the use and availability of audiovisual materials of all types and at all levels is still very much lacking on the whole.... Although most collections are more up-to-date than they used to be in the sciences, due to NDEA II funds, emphasis on this subject field, as well as the more crucial fields of social studies, fine arts, and applied arts is most necessary....

Region IX

Arizona

There is overwhelming evidence of increased interest in library usage, by both teachers and students. Although this evidence is largely subjective, there is no doubt of its reliability. Nor is there any doubt but that this increased interest is due in large measure to the availability of increased numbers and varieties of resources.... Much voluntary correspondence has been received from school personnel describing the importance of supplementary materials which could not have been acquired through school funds. Administrators have been pleased that Title II procedures for participation have been somewhat simpler than other programs.... Perhaps the most outstanding improvement in services offered by libraries which can be attributed directly to Title II is the increasing number of formerly total print libraries which are now acquiring audiovisual materials and making them available to individual pupils....

Oregon

The ESEA Title II programs, by providing an average of $2 per child for additional materials, has helped schools move forward in their efforts to provide resources for teaching and learning. However, this financial assistance is minimal in view of the high cost of books, periodicals, audiovisual materials, and the inadequacy of existing school library collections to meet today's needs and demands.... The greatest program and development of better media services in Oregon schools is found in those districts which have combined funds from various sources. Since no one source seems to provide enough money for all of the elements of effective media services (facilities, personnel, and collections), ingenuity must be used to find ways of financing an adequate program....